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# The Bates Student - volume 27 number 06 - June 1899

Bates College

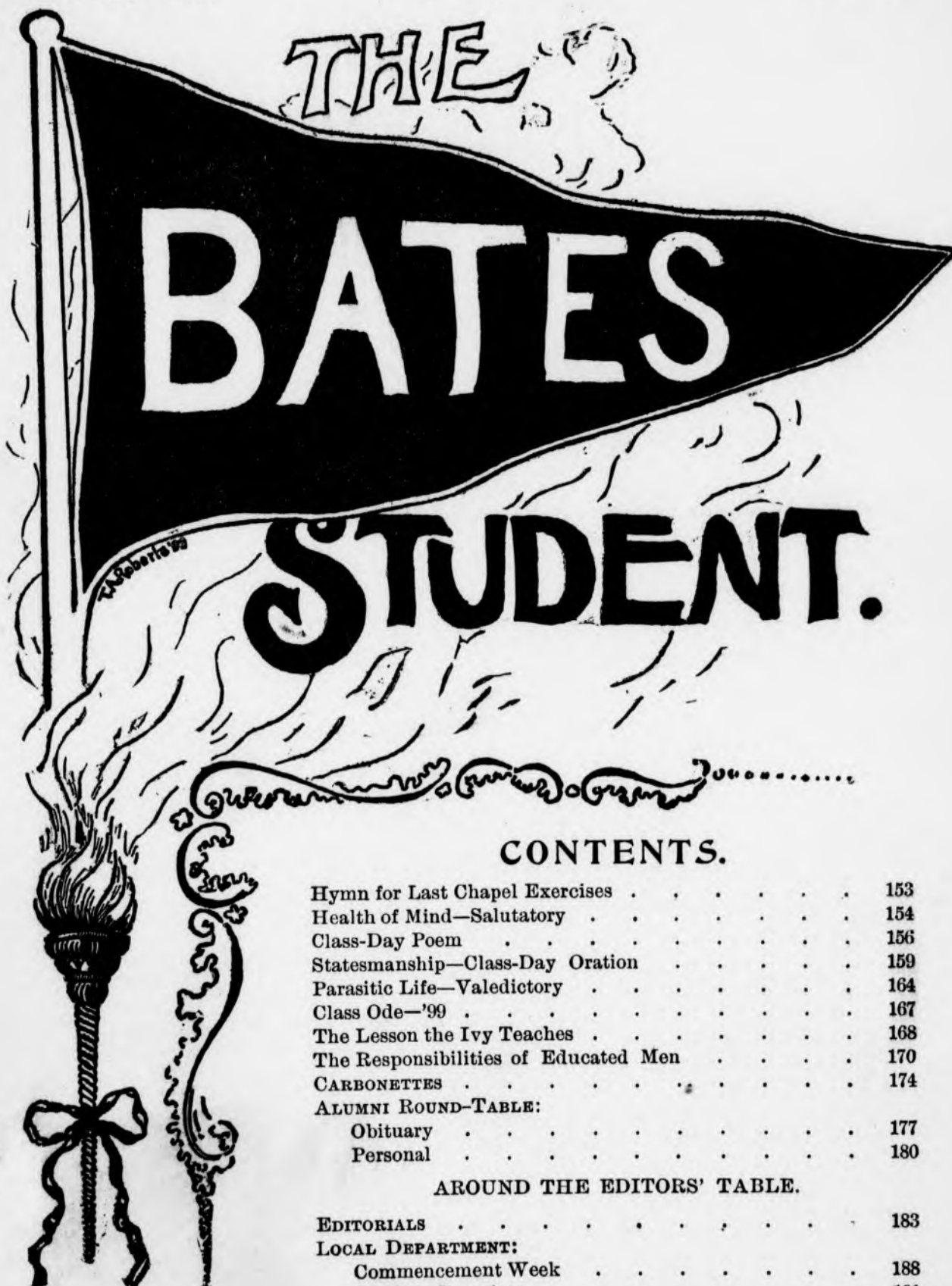
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## HYMN FOR LAST CHAPEL EXERCISES.

Tune—"America."

BY WILDIE THAYER, '99.

### I.

Come, let our faith be strong,  
And joyful be our song,  
Our hopes be bright;  
Our lives be glad and free,  
Our hearts more trustful be,  
Let shadows backward flee,  
Come face the light.

### II.

Our Father, Teacher, Friend,  
On whom our hopes depend,  
With us abide.  
For every daily need,  
For help and strength we plead.  
Alone, we're weak indeed,  
Be thou our guide.

### III.

Our lives must go apart,  
And sadness fills each heart,  
But this we know,  
Where'er our paths may tend,  
That ever to the end,  
Our God, a loving friend  
With each will go.

## HEALTH OF MIND.

## SALUTATORY.

**D**URING the last twenty years, rapid strides have been made in knowledge of the human body and in medical science, together with an increased realization that prevention is better than cure, and that a wide-spread knowledge and observance of the laws of physiology and hygiene is the bulwark of public health. Hereditary tendencies to disease are counteracted in their incipency; boards of health give close attention to good sanitation; our colleges are sending out strong, vigorous young men and women, instead of the pale-faced, round-shouldered fraternity of the past. In times of simple living, when men drew in unvitiated air with every breath, and worked at varied tasks each day, health was maintained easily, but in the rush of modern life, with its specialization, and its crowded cities, ignorance means, if not death, at least, serious impairment of vitality.

But the mind has laws as fixed and relentless as those of the body, which, after all, is only its servant, housing it, bringing it messages from the outer world, and executing its commands. All the activities of this great world originate in the minds of the people, each individual mind is the center of wide influence, though often unrealized. Moreover, it is in the mind that we are to see the great development of man in the course of evolution. Man differs from the ape comparatively little in physical characteristics; there has been no advance,—rather retrogression in the human body since savage times, but the mental development has been steady, and will continue to be so. Considering, therefore, that the mind is master of the body, ruler of the world's activities, a center of influence on other minds, and the seat of future development of the race, it is important to know the laws which govern it. This importance is now becoming more widely recognized, and the field of psychological research is receiving most careful and enthusiastic investigation. It is still in process of development, and constantly revealing valuable facts. Educators, especially, are looking to this science with expectant eyes, and while it cannot yet give definite rules, it does give elemental principles which underlie the workings of the mind, which every one should know, for in modern life, with its puzzling conditions and conflicting demands, health of mind is even more difficult to maintain than health of body.

What is health of mind?



"The first sure symptom of a mind in health  
Is rest of heart and pleasure felt at home."

Psychologically, its basis is symmetry,—a proper ratio between the activities of its various faculties. This involves as an essential feature a choice of the safest responses to external conditions; it involves further conformity to Nature—a mind unclouded by drugs, stimulants, or excesses of emotion. David Starr Jordan says, "For the mind to be healthy, impression must find expression in action." Much of the degeneration in modern life is due to the mind's passing through a round of sensations—music, literature and art—which have no bearing on conduct, no outlet in action.

An unhealthy mind is the result of exaggeration or inhibition of normal impulse. The insane and imbecile are recognized at once as having diseased minds; another class although ordinarily considered sane, yet in certain directions, or at certain times are abnormal: as Poe, with his deep melancholy, or the artist Turner, with his occasional lapses from the purest devotion to art to the most ignoble pursuits. Unhealthy minds are due to physical conditions, heredity, or lack of training. Movement lies along the lines of least resistance, and such lines are the legacy of every child. Inherited tendencies appear at certain stages, and it depends upon the treatment accorded, whether they shall sink to their proper level or mar the life by undue prominence. The secret of cure is knowledge, applied in wise training in home and school. As the intelligent parent takes especial pains to strengthen the lungs of a child with a tendency to consumption, or consults an oculist at the first symptom of defective eyesight, so he should take the same care to counteract a predisposition to melancholy, narrowness of judgment, or other forms of mental weakness. Our colleges, designed primarily to develop the mind, employ experts to make a thorough physical examination of their students, to point out individual weaknesses and prescribe special exercises. But there is no instructor whose business it is to make a special study of mental propensities, to say to each student, "You are deficient in this or that faculty," and to tell him how to remedy the defect. When mental science is sufficiently advanced and valued, the consulting psychologist will be a member of every college faculty.

What a need in the world for healthy minds! In the family—where one discordant member can make the rest miserable; in society—to place emphasis on the things of real importance;



in literature—to revolt from the tendency to seek out and portray the lowest phases of life; in religion—to use common sense; every department of life feels the need. With the increase of knowledge and power of one mind over others through imitation and suggestion comes an increased opportunity for evil as well as good. So let us, along with political expansion, material prosperity, and due regard to conditions of bodily health, devote all the resources at our command to building up a nation of people with healthy minds,—vigorous, symmetrical and sweet.

—EDITH H. HAYES, '99.

#### CLASS-DAY POEM.

##### THE HEIGHTS OF PRAYER.

A mansion old stood wrapped in gathering night,  
A noble-pile soft veiled in twilight dim.  
The evening glow that lately blazed and burned  
On western window pane and turned to gold  
The liquid mirror of the placid lake  
And made fair rainbows in the fountain's spray  
Had slowly faded, and the deepening gloom  
Lay like a mantle over all around.

The glow had faded, but one parting ray  
Yet lingered in the west as loath to leave  
Its task till one more heart was cheered,  
One more dark cloud pierced through. It stole within  
An upper chamber of the mansion gray  
And fell upon two faces, one a youthful face,  
With heavy eyes and flushed cheeks stained and scored  
By sorrow's bitterness and grief's deep pang,  
The head oft bowed as memory brought the weight  
Of disappointment sore and shattered hopes.  
The other face the soft ray fell upon  
Was sweet and grave and framed in snowy hair,  
And in the faded eyes there shone a light  
Whose calm unwavering glow is never kindled  
Save from that which streams athwart the throne  
Of God's eternal grace. His voice was low  
And sweet, as in accord with that deep voice  
To which his spirit listened while his lips  
Spoke words of comfort to the sorrowing one  
Before him.

"Is all courage spent, all hope  
Departed? Friends grown loveless, caring naught  
For thee, but all for greedy gain?  
Lonely thy lot and yet the saddest part  
Not once but often thou hast tried to trace  
The upward way and keep in steadfast view

The goal of noble manhood, true and brave,  
Hast tried and failed and tried and failed again;  
And now thy heart is weary and thy hand  
Falls weak and nerveless from the hopeless task.

"I would not on your sadness much intrude  
Or boast a peace your troubled heart knows not;  
But since in manhood's strength you come to me,  
To me whose pulse is feeble and whose hands  
Are weak, give heed a moment to these broken words  
And learn how high the hope of man may rise  
While yet he stands within the lowly vale.

"Back in the days of my youth I dwelt by a swift-flowing river,  
Deep in the forest of Maine, a part of the colony southward;  
Softly the pines waved above where now but the light birches rustle,  
Hiding in nature's own way the wounds of harsh civilization.  
Thither while rudely we dwelt in the home of the fugitive red man  
Came sounds of strife and unrest, the clamor for justice and freedom,  
Freedom from England's hard grasp and justice to all men as equals.  
There on one bright autumn day when the elms and the wide-spreading  
maples

Were raining their showers of gold on the breast of the deep-flowing  
river,

Suddenly lining the banks were boats and canoes roughly built  
Carrying Arnold's brave men to take England's well-guarded stronghold,  
To lay siege the forts of Quebec, America's boasted Gibraltar.

A day and a night in our village they halted; and when, on the morrow,  
With courage renewed they set forth on the journey uncertain and toil-  
some,

I joined in their ranks and marched on to aid in the noble endeavor.

"It comes to me now as a dream, that way through the dark frowning  
forest,

"Trackless and dim, with no sound save the roar of the swift-rushing  
river,

Gloomy the way, but our hearts were light with the patriot's devotion,  
And laughter and jest cheered the day and slumber came early at evening.

"Slowly we journeyed along, the dark river guiding our footsteps.  
Swiftly the autumn days passed, the days of the gold and the crimson,  
Then when the rime of the frost lay at morn on the leaves dark and faded  
And far through the rift in the forest the mountain tops gleamed clad in  
whiteness,

Leaving the broad river's bank we boldly plunged into the forest  
To seek 'twixt the north and the west the way to the gates of the city.  
Painfully now, but with courage we toiled on the way, for before us,  
Nay, almost in view lay the city, the goal of our highest endeavor.

"Clearly it comes to me now, one night as the twilight was closing  
The gates of the day, dark and cheerless,  
Slowly from out the deep forest we crept to view in the deepening dark-  
ness,

No city with turrets aglow, but only the dark frowning mountains,  
Enclosing a vale rude and lone and traced by a stream deep and sullen.  
Strong were our soldiers and true, and yet when the chill disappointment  
Came as a blight to their hopes and mockingly jeered their endeavor,  
Pale grew the faces of all and tears from the weary eyes started,  
And oft through the stillness that night a sob told the depth of their  
sorrow.

"When the morning dawned, the sky was cold and dreary,  
The sun looked sadly out on hills of gray,  
And, trembling downward in the cold gray stillness,  
Some tiny snow-flakes came to add their whiteness  
To the somber fields. A fearful day  
For all who braved its breath. It called the blood  
From heart to cheek and froze it there. And still,  
As wrung from out the frozen sky, the snow  
Came wavering down. And now the little band  
Of soldiers in the dreary vale girt round  
By snow-capped mountains towering vast and dim  
Well-nigh forgot the object of their quest  
And longed for warmth and comfort and the light  
Of home. But one there was among them, brave  
And calm and knowing naught of fear wherever  
Duty called. This one it was who climbed  
The mountain while his comrades wept, and saw  
Far toward the north a glittering radiance. 'Surely, this,'  
He said, 'is from the gleaming battlements we seek.'

"Joyfully down from the mount he hastened to bring the glad message.  
Jubilant now were their hearts and eagerly now they pushed forward,  
Fording the perilous stream and beating their way through the forest,  
Leaving behind them the valley, the scene of their faithless forebodings.

'We shall see the city when morning dawns,'  
They said one night when the sun sank low,  
Then turned to sleep on the frosty bed  
By the ruddy light of the camp-fire's glow.

"The morning came, but no city's spires  
Shone white and fair to weary eyes,  
But full in the way and spreading wide  
Behold another mountain rise!

"Higher than any seen before  
It stood in the path, a sentinel grim.  
They saw, and hope from the heart went out  
As the light of a taper faint and dim.

"The faint heart failed, and many turned  
To the Father's arms for rest that day,  
For toil and pain had wrought their part  
And the graves of the soldiers mark the way.

"Yet hope will spring while life is given,  
And many reached the mountain's height,  
And just beyond in steadfast view  
The shining city cheered the sight.

\* \* \* \* \*

"A lesson lies in these simple words,  
A lesson of faith your heart must hold,  
To clear the eyes of blinding tears  
And keep in view the purpose bold.

"The path of life lies often through dark forests,  
Through valleys drear, o'er mountains high and lone;  
A city fair flings out the generous challenge  
To make her richest treasures all our own.

"We pray to-day for strength for this day's journey,  
And when the morrow dawns our prayer ascends  
From higher planes, since by the Father's helping  
The heart each day a purer message sends.

"The heights of prayer rise higher yet and higher,  
We gain the first and toil to reach the goal,  
With trust that just before us lies the city  
Where peace and rest shall aye possess the soul;

"But when we look to see the glittering spires  
Whose cherished likeness in the bosom lies,  
Behold, we stand within the lonely valley  
And mountains higher yet before us rise.

"Some souls are weak to breast the rugged mountain,  
For these a peace sufficient to the need;  
But happy he who knows on heights triumphant  
The wordless rapture of a spirit freed.

"Who climbs the steep o'er pathway rough, uncertain,  
Sustained and led by hands of tender grace,  
He only reads aright the world's redemption,  
He only sees the Master face to face."

—LETTICE BERTHA BLAGDON ALBEE.

### STATESMANSHIP.

#### CLASS-DAY ORATION.

**A**MONG the many fields of activity there is none that demands more talents, more varied ability than is demanded of the statesman. The trader, the professional man, as doctor, lawyer, teacher, has his special line of work to pursue, and his energy may be directed to that specialty. But the statesman comes in contact with nearly every branch of thought and de-



velopment. His great field of work is government. But in that, as elements in the great problems which he has to solve, come the many branches of industry which have their places under the plan of government and must be directed and protected by it. Government is largely the father of industry, and he who is a leader in the formation and activity of government is in a position of greatest responsibility. Such position does the statesman occupy. He is the one to write, on the blank pages of the future, rules for the guidance of the nation, to mark her path on the map of the vast untried, with its mountain peaks of noble achievements and glorious successes, and its pitfalls of failure and ruin; with its valleys of peaceful progress, and its cliffs over which some apparently bright project may topple and be the means of great disturbance to the nation. Upon him, then, rests great responsibility.

How have the men who have held this position in the past discharged their duty? How are the men of current history accounting for the trust placed in them? And what are the indications for the future?

In the history of France, Napoleon stands out prominently,—but his was the military realm. Some of her more unnoticed leaders have been France's truest statesmen.

In Germany one of the great men of her counsel has been Bismarck. He was a statesman of influence in the growth of his country. Though he may at times have been inconsistent, and, as has been said of him, the unnatural parent to the offspring of his own brain, yet he was a firm element in the nation's life, and has well been called the unifier of Germany.

In the life of England many strong men have taken part in statecraft: Pitt, Fox, Disraeli; men of purpose, had much influence in the conduct of their motherland. And none greater than Gladstone, the mighty rock of decision and power, whose influence has been felt for so many years, and is now felt in so many branches of thought and activity, but especially, in the political realm where world problems present themselves for settlement. Probably no man ever played a greater part in a nation's political life than he. His change of view as the years passed by, his advocacy in later life of measures which he once opposed, but showed the greatness of the man, a true quality of statesmanship,—ever in touch with the life of his day, keen to feel the pulse of the nation, and strong to act after deliberating with one of the most perfect judgments that ever acted on a national problem.



History furnishes numerous examples of noble statesmen who have maintained one position through their lives. There have been those also who have changed their point of view. Is the latter a sign of weakness? Conditions were such that the change was demanded, and had it not been made the life work of the leader would have been lost. It but showed him to be closely in touch with the elements in the great problems, and did they assume another form his attitude must also change in order to direct their combining forces to the accomplishment of his same noble aim. No frontier can be successfully defended against ideas.

What land has furnished truer examples of statesmanship than our own beloved nation? Than those of our early history what nation has had more perplexing problems with which to deal? The demands of the men of those trying times were of great importance. If ever there was need of statesmen they were needed then, and history shows us true men of metal who nobly met the demands made upon them.

A cradle of proper dimensions North and South, made of the right material, rightly adjusted to swing East and West, in which to rock the new-born nation, was the work upon which the early statesmen had to bestow their fullest thought and energy. The struggle of the greatest men of history in the keenest arguments on record brought forth the latent powers of true statesmanship.

Morris, Jay, Hamilton, Jefferson, and many others have written their work on the most valued pages of history as well as he who was both a master commander-in-chief and master statesman with his calm, well-balanced judgment, and firm adherence to the highest standard of right, that most familiar name to every American, the first executive of the nation.

In later days of our national development, statesmanship has also been demanded. The times brought forth Calhoun, Webster, Clay, Sumner, and others who have influenced the life of the nation.

Among our statesmen few, if any, can claim a higher degree of worth than the emancipator. To me, his keen analysis, logic, and unswerving loyalty as he pierced the mystic veil of sophistry drawn over the truth by Douglas and his colleagues, stand out pre-eminent and place him among the world's leaders.

The truest comparison of the statesmen of to-day with those of the past will be made in the light of history. Are we living in times that demand such characters? Are the questions before us

is a nation of equal moment with those which have tried us before? They are different, and present themselves to us under different conditions. A strength is ours to settle with outside elements in the nature of war, as they could not have been met before. But more intricate problems must be solved, and is the kind of statesmanship demanded to grapple with these present in the needed force?

Who shall say that we are weaker than at other times? Though the appearance sometimes is that our political leaders fail to meet the questions that arise in a keen, firm, statesman-like way, though there seems to be much vacillating and instability, too much party and not enough nation, too great a tendency to lower methods of political aggrandizement, let us not be misled and fail to give honor to whom honor is due, to recognize true worth, to properly estimate character and ability.

The qualities which a statesman will have are many. A more than common intelligence is demanded. He must have a broad mind; the power of intense application; keen, penetrating thought; and independence in taking hold of the momentous questions that arise. But intelligence alone will not make strong statesmen. There must be clearness of purpose in directing the same. Though he may form ideals and raise standards, the business of the statesman is the art of national prosperity. The love of country is the fundamental basis of statesmanship.

The true object of a great statesman is to give to any particular nation the kind of laws suitable to them, and the best constitution of which they are capable; to make a people free, and to make a free people freer still. The principle—to the victor belongs the spoils—is not the one for the statesman to act upon. Gathering followers by the methods too often used to-day is beneath his realm. It is the unpatriotic province of the political boss. He who is the true man will see before him the good of the nation. Toward that will he bend his noblest energies; that will be his aim under all circumstances.

Firm faith in the principles for which he stands and in their success; steadfast devotion to his high ideal, mark the statesman as distinct from the demagogue. A statesman without principle, if such there can be, is the more a curse the more shining his abilities in other lines. As he who so recently left the associations of truest statesmanship told us in this place, not long ago, "the most successful statesmen are men of God." He whose name we honor certainly had occasion to know whereof he spoke.

Of spotless character himself, he recognized true worth and power in those who were associated with him in affairs of government. He is a true example of statesmanship. He could do what every statesman should be able to do—incarnate in himself the spirit of his age, of the people, and act by this under a calm, clear judgment, so bringing to full bloom the highest thought of his age.

From the municipal realm to the broader realm of nation statesmanlike qualities are needed. He who has at heart the real interest of that which he represents, of which he is a part, together with the required ability, is the true statesman in the smaller or greater situation.

The greatest examples of statesmanship have illustrated one of the most important elements of such a position, and that is firmness. Amidst the various influences that bear upon a statesman, the many appeals to his attention, firmness is called for to a great degree. He must dominate the situation. Not the parvenus are wanted, but men of metal, men who, as the ship of state is afloat upon the wide sea of incidents, can hold the helm though the sea run high, and steer into a safe harbor.

Many statesmen have by false judgment steered the state very near to dangerous shoals, to hidden reefs upon which she might have been dashed to pieces.

The best statesman is the best interpreter of his age and its demands. Some one has said, the business of the statesman is more to reason than to feel. It is a true combination of the two, ability to interpret through feeling, and reason, the conditions about him, to read the tendencies and see the genius of revolution, and guide a nation in the wilderness of problems through which it travels.

There are statesmen of crises and permanent leaders. The latter are needed as well as the former. There is danger from pure theorists. The real interpreter and builder alone can meet the needs of the hour. He will be able to reconcile the old and the new, to weld the best out of both, to meet present demands. He can recognize that political questions are more than party; that war means not simply between two nations but as affecting the whole world. As interpreter he will trust the people and value the thought of the average citizen. He will be one of the articulate voices to speak forth melodiously what the heart of the nation means; to understand the signs of the times; to turn the present key to future mines of riches and power.



In every field ability is measured by its creations. The statesman, as creator, must be one of the broadest of men as is illustrated by the statue of Franklin with one side of the face so philosophic and the other smiling; he must be one of the most inclusive characters in life's great drama. And the true man may have the stage at any time. Cheaper men, even demagogues, may have the stage some of the time, but the people will demand the return of the real leaders, the true actors, and these shall return, not by accident, but because of worth. As in the weak, mixed condition of our currency in colonial days people came to demand weight, so in the final estimate of statesmanship weight will be demanded.

People appreciate rhetoric and oratory none the less than in days gone by, but they want these elements to clothe facts and keys to problems; to be the conveyers of true values, of the results of the action of true judgments.

Are the young men growing up who shall be able to take the places of the old statesmen? What are the indications for the future? Who shall prophesy the crises before us that shall demand as keen minds and firm hands as ever held the national rudder, and is the material being developed to meet these demands? A pessimistic view may easily enlarge upon the dangers of the corrupt political methods of the present, and justly find therein the repetition of the testimony of history and the likelihood of decay. But the true optimist may see in the national fabric strength to hold the greatest strains; may recognize in the people the possibility of arousal, and the proper settlement of such difficulties.

The places left vacant for a time as the years go by shall not only be covered, but filled by the statesmen in embryo now learning the fundamental truths of statesmanship.

Welcome, coming statesmen, to your duties and responsibilities. We may safely trust our nation to your integrity and growing wisdom.

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#### PARASITIC LIFE.

##### VALEDICTORY.

**L**IFE, in its origin, a mystery baffling the keenest sight of science, in its progress, the problem and wonder of the ages, in its purpose and meaning, the speculation of the sage, and the inexhaustible theme of the poet, even yet holds its secret too deep for mortal eye to read. Human knowledge has not been

able to fathom its deep significance. Yet the very vastness of the problem fascinates the student and quickens his zeal to search for a clearer understanding. In such scattered portions of knowledge as we possess, can we not read everywhere the workings of one great power revealing itself through the action of certain laws? Not only in the physical world, but in the intellectual and spiritual as well do such laws hold good. The perception of this relation may lead us to interpret what is difficult and obscure, the problems of mental and moral existence in terms of what is evident and familiar, physical life. The growth of the tiny plant, the development of a mighty intellect, the unfolding of new and radiant beauties of the soul, are all alike dependent upon the fulfillment of true conditions, and the infringement of such conditions means that growth and progress shall cease. Violated law must bring its own punishment. We are provided with an object-lesson by the parasites, whose strange fate stands as a friendly light to warn us from this dangerous coast. This innumerable company, the idlers of the animal kingdom, have refused obedience to the laws of physical existence, and have become entirely dependent upon some other animal for food and shelter. Met by the difficulties attendant upon a normal independent existence, they choose to evade rather than to overcome them. The result is a marked degeneration of the organism, life becomes merely subsistence, progress is a nullity, and successive generations show no rise in the scale of animal life; the only advance made is to secure greater adaptation to this effortless mode of existence.

The symbol of absolute uselessness, and the embodiment of selfishness, they arouse in us only feelings of contempt, yet how many of us are absolutely free from such tendencies. It is simply choosing the easiest way, simply allowing other people to think for us, work for us, believe for us, that marks us as parasites, simply failing to exercise our own powers, to seek such a development of character that others shall be the richer for our having lived. Says one philosopher: "The tragedy of life is possible because of the vast capabilities of life." Is not this the real failure? the failure to realize the breadth and height of our glorious possibilities, to be content to rest in the valley when we might stand upon the mountain-top. Our possibilities are the obligations of our being, and the necessity of rising to the highest comes with the capability.

It is characteristic of the parasite that it lives upon the results



of another's labor, and gives nothing in return. How else can we classify that element of society which persistently refuses to work? Not only the familiar class once unable to secure employment and now so bound by the shackles of habit, as to be unwilling to accept it, but every individual who refuses to bear some part in the world's honest labor, the consumers who make no return for what they receive. All these are so many dragging weights hindering the progress of our social well-being, since work is as necessary to the symmetrical development of society as is exercise to physical health. It is as true of society as of the individual, that an idle life is death anticipated.

Intellectual parasites are a large and abundant class. Unconsciously often, through our admiration for brilliant mental achievement, or simply through indolence, we come to accept so completely the opinions of others that our own powers of thinking and reasoning become weak and well-nigh useless. We condemn ourselves henceforth to a life of mental pauperism. Not, to be original, must we make the aim of our intellectual life, but to be individual. Here lies the obligation bound up in our very existence; its fulfillment has always meant, a step firmly and surely upward, its rejection, a slipping slowly but as surely downward. Here is the goal of our endeavor, the secret of true progress. To the independent thinker, too eager an acceptance of every new phase of thought because it wears the attractive garb of novelty, is impossible, neither can he follow the opposite practice and cling with prejudiced tenacity to the life and thought of the past. Unless the present generation can add some steps yet higher than those already hewn out in the steep face of the granite ledge, our ascent avails little to those who shall come after.

The parasites form the great army of the conquered. By their very dependence, they tacitly acknowledge themselves to have failed in the struggle of life. They have surrendered to the difficulties besetting their path, and yielded up the sword to the temptation of selfish enjoyment. Where is the nobility of such life? Rather to resist, to refuse to be a parasite in character, to struggle valiantly for the victory until "he that overcometh shall be given a crown of life."

Not by idly drifting with the stream shall we reach our haven, but by untiring effort, with the purpose, as the poet has sung:

"To turn,  
In scorn for miserable aims that end with self

To thoughts sublime that pierce the night like stars  
And with their mild persistence  
Urge men's search to vaster issues."

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CLASS ODE—BATES, '99.

WORDS BY WILDIE THAYER.

MUSIC BY EDITH H. HAYES.

I.

We are called to active service in the world,  
From the camp of *Alma Mater* we must go,  
Ambition is our Captain, and our object is Success,  
Idleness is leader of the foe.

CHORUS.

Onward, comrades  
Of the force of '99!  
Trust in the Commander,  
He has power divine.  
Fearlessly! Hopefully!  
Forward ever press,  
Till we hold the towers  
Of the city of Success.

II.

Be cheerful and courageous, comrades brave;  
With assurance let our banner be unfurled:  
We are armed, equipped and ready, we have hope and  
strength and youth,  
Then on to active service in the world.

CHORUS.—(Onward, comrades, etc.)

III.

An undivided force to-day we stand,  
Soon our ranks must sever, it is true;  
But our strife will be victorious, though we fall or though  
we rise,  
If we do whatever duty bids us do.

CHORUS.—(Onward, comrades, etc.)

IV.

On the hill-top is the city of Success,  
No longer in the valley may we dwell,  
With pleasure, pride and sorrow, 'neath the garnet and the  
white  
We bid our *Alma Mater* fond farewell.

CHORUS.—(Onward, comrades, etc.)

## THE LESSON THE IVY TEACHES.

God gives to every living thing  
 However great or small,  
 A song of heavenly praise to sing,  
 A truth to teach to all,  
 Which holds a hidden meaning,  
 Man, by the wayside gleaning,  
 Can hear soft voices call

To where the flowers bloom so sweet  
 With colors rich and rare,  
 Amid the tares or yellow wheat,  
 Amid the grasses fair.  
 The sun-kissed flowers shining  
 Round cot or palace twining  
 With fragrance fill the air.

So every tree that spreads its leaves  
 And every sedge or fern  
 May bless the lonely heart that grieves,  
 May comfort those who yearn;  
 While from the stream swift flowing,  
 Or from soft mosses growing  
 The world may lessons learn.

Far up upon the mouldering wall,  
 The bright green ivy clings,  
 A glorious heaven is over all,  
 A swallow chirps and sings.  
 For him no fruitless pining,  
 His sun is ever shining  
 He flies on joyous wings.

The ivy climbs up toward the blue,  
 And fain would reach the sky,  
 Seeks ever resting places new,  
 Climbs ever up more high.  
 And always greener growing  
 Its fragrant shadows throwing  
 About on all that's nigh.

How sweet a lesson and how grand,  
 Taught by the clinging vine,  
 As softly by the breezes fanned  
 It seeks o'er all to twine.  
 A lesson worth the reading,  
 A sermon worth the heeding,  
 A truth almost divine.

\* \* \* \* \*

When a child first sees the light of day,  
 To mother love he clings,  
 Walks blindly onward o'er life's way

Knows naught of earthly things,  
And mindful of no sorrow,  
Nor thinking of the morrow,  
Lists as the mother sings.

But as the days and years go by  
The child becomes the man,  
He looks beyond that which is nigh,  
He seeks a nobler plan.  
He tries the hill that's steepest,  
He seeks the chasm deepest,  
Looks back where he began,

And gains new strength for better deeds  
For paths more rough, more steep,  
Seeks for the flowers 'mong the weeds,  
Still striving high to creep.  
Though dark the way and fearful  
Yet ever hopeful, cheerful,  
He fords each river deep.

Until his life is grand and free,  
And broad his vision's scope,  
He longs for worlds he cannot see  
Beyond the far to grope.  
And as he's ever striving  
Ne'er at the end arriving,  
His guiding star is Hope.

What is the lesson that we learn  
From ivy climbing high?  
Is it that we must hope and yearn  
Grasp not until we die?  
Will man through life slow drifting  
From earth his eyes ne'er lifting  
To Heaven e'er draw nigh?

Ah no! For he who aims beneath  
The farthest star we see  
Will never gain a laurel wreath  
From bondage ne'er be free.  
Will toil, but gain no pleasure,  
Will grieve to no small measure,  
Will never nobler be.

Thy life is but a passing dream,  
The ivy but a vine.  
To make thy life shed forth a gleam  
On friend or foe of thine  
Seek thou to do thy duty  
And teach the world that beauty  
May round a cottage twine.

Seek not too much of what is gloss,  
 Take thou thy share of pain,  
 Or else thy life is total loss,  
 Thy dearest hope is slain.  
 Mind not th' alluring shimmer,  
 The jewel is the dimmer  
 The cost exceeds the gain.

As thou in youth dost till the soil  
 On duty doth watch keep  
 Wilt thou in Autumn for thy toil  
 A heavenly harvest reap.  
 Let what you would attract you ever,  
 Let what you are content you never,  
 Rest never, never sleep.

But seek the best though it be far  
 Beyond where others trod.  
 Make thou the truth thy guiding star,  
 And thy exemplar, God,  
 Great honor comes but slowly,  
 Thou shalt with spirit lowly  
 Bow to the chastening rod.

Until of sorrow of despair,  
 Thy heart possesses none,  
 And angel voices through the air  
 Can whisper low, "Well done."  
 And as success draws nigher,  
 Climb ever higher, higher,  
 Until success is won.

And make thy life so good and sweet  
 That when thy life is o'er,  
 That when thy mission is complete  
 And thou art here no more,  
 The world will memories treasure,  
 Will think of thee with pleasure,  
 Thou, who art gone before.

—BLANCHE BURDIN SEARS, 1900.

#### THE RESPONSIBILITIES OF EDUCATED MEN.

**T**HROUGH all the past ages the race has advanced as its intelligence has increased, its character improved, and in no other way. Man advances just in the proportion that he mingles his thoughts with his labor; just in the proportion that takes advantage of the forces of nature and makes them subservient to his will; just in the proportion that he lays aside ignorance and superstition and allows his brain full scope. How wonderful is the progress that has been made! From books



written upon leaves, bark and the skins of wild animals have come those that enrich the libraries of to-day; from the hollow log which was the first water-craft, improvements have continued until we now have the noble steamship and the mighty man-of-war; from the first musical instrument, which was a hoop with raw-hide strings drawn across it, have come those that make the air fairly fragrant with their melody.

As the tiny bud unfolds and shows us more and more of the beauties which it contains as the days go by, so the brain which was once so crude and unrefined has been steadily growing and developing through the past centuries, and every day reminds us of its wonderfully increasing capabilities.

Each generation, as there have been more educational advantages and as the intellectual standard has been raised from year to year, has found more questions to be met and answered, more duties to be performed.

Great honor is due our Puritan forefathers, for wherever they made it their home they gave their heartiest support to all ideas of learning. They believed it to be every man's duty to devote as much time to thought and study as his circumstances would allow.

The high civilization which we enjoy to-day is the result of having for leaders, in the past, educated men. In theology, medicine, law, and in all lines of thought and action they have been our standard-bearers.

The wonderful growth of our country, causing such complicated social and political questions, calls for the services of trained minds. College men are the best prepared to take up these duties, and hence the responsibility falls upon them the more heavily. How much our country owes to its colleges and universities can never be mentioned. These institutions develop and round out a man's self-making power, and they spring up as a natural growth from public intelligence.

Education informs and quickens the inventive power; it opens to the intellect new realms of thought; it is the source from which springs all true growth. Ruskin says: "The entire object of true education is to make people not merely do the right things, but to enjoy the right things; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice. What we are like determines what we are and is the sign of what we are."

Privileges which were unknown in the past even to the few,

are now within the reach of all and we find ourselves living in a new age, an age in which knowledge invites all who thirst to come and drink, from her exhaustless fountain.

Every man is, to a certain extent, a representative of his race and he is morally bound to represent it to the best of his ability. The more highly educated and developed a man is the greater is his duty to the state and nation.

The true scholar is not he who consumes and does not produce, but it is he who, as one has well said, coincides, in every respect, with the teaching that "whatsoever a man soweth that shall he also reap." In his mind knowledge is planted as a seed in fertile soil to come forth, flourish, and produce luxuriant fruit helpful to the human race. It is for the scholars of to-day to determine whether corruption shall bring decay and ruin to our government and nation or whether our grand inheritance shall be transmitted to future generations strengthened and purified.

Whether educated men become politicians, physicians, preachers or business men of any kind they all owe a positive duty to the community; they are bound to know the course of public events; bound to act intelligently and effectively for those principles which they believe to be just and right and for the good of the country.

On account of the lack of interest in public affairs on the part of many of our educated men, the public service suffers greatly. There are too many who conceive the idea that their individual contribution to the public good would be of little value and consequently we do not have the number of educated men in political life to-day that we ought to have.

The nation calls to-day for educated men, men who will deal with public questions fairly and impartially.

If the stability of our government is threatened by any one deadly peril it is because the offices of trust and responsibility are held by half-educated men. It is the duty of educated men to see to it that the proper men are elected to office; that better laws are made and enforced so that justice may be meted out to all. When laws are not enforced there can be neither peace nor safety and no encouragement to science and industry.

Public opinion is a great power and it exerts a mighty influence in a country under a republican form of government. Every citizen shares in moulding that public opinion, and just so far as his opinion has weight and influence he is responsible for the position which he takes. The press is more powerful to-day than ever before and there is certainly need of more fair-minded,

intelligent men at its head. It is a great misfortune that public opinion is modeled so many times after the unfair and prejudiced views set forth in treatment of questions of the day.

But while education alone is of such vital importance, yet what is sought after most of all is education coupled with character. Never was this combination more important in practical life than now. Morality above all else; from the highest station down to the humblest walks of life. With the truly conscientious physician there will never be any variation of due attention to his patient whether he be a millionaire or a town pauper; the faithful lawyer will never overstep the bounds of honesty and justice in pleading for his client; the upright preacher will never write to suit the views of his congregation rather than his own; nor will any honorable business man ever "do unto another as he would not be done by."

The progress of education is the progress of the human race. Man's duty to himself and to the world is to grow, for the civilization of the world moves on just as individual civilization takes place.

Every educated man owes a great debt to the present age. The various institutions of learning of to-day are the result of industry and self-sacrifice on the part of past generations. Every man is held responsible for the development and highest uses of the talents which he possesses. The true scholars who enter the various fields of thought and investigation with aims and purposes in view, and who seek to make the world better by their having lived in it, will be more highly honored and respected in the future than ever before.

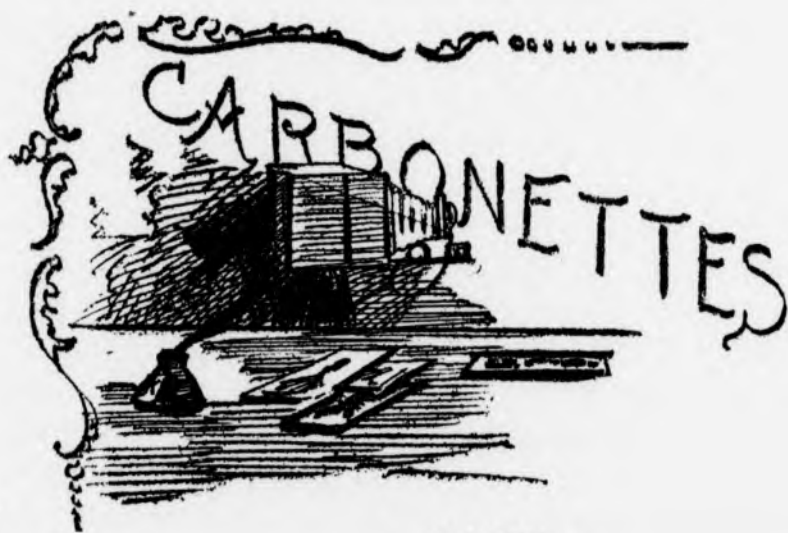
The world to-day is in need of men of thought and action; men who will lend their assistance in setting to right the race question, taxation, immigration, the differences between labor and capital, and that greatest of all evils, the liquor curse. But it is no more probable that educated men without support can overcome the present great evils than that a wise and skillful general without forces can prove victorious over a mighty foe. Every year more forces are being marshalled under the standard of education. We need more college men to shape the character of the coming century in politics; that, as a result of legislation, justice and equality may be had by all; on newspaper staffs, that important questions of the day may be treated impartially and as they really exist; as instructors in public schools, that the scholars may learn from sources outside of the old and beaten



paths of the course; in every-day life and everywhere as their influence ought to prove helpful to those about them.

In politics, philosophy, literature, science, art, and all departments of life's work we shall look, in the future, as we have in the past, for leaders, to those whose minds are rich with years of thought and study.

The world is surely moving and its pathway is out of the shadows into the light; the sun breaks upon the hill and it is morning. Out of the past chaos and confusion we are steadily but surely emerging. Educated men should regard it as noble to contend for the right, to rise at the call of justice or of need and go forth to battle for freedom and the elevation of humanity to higher levels of life.



#### MUSINGS.

"To him who in the love of nature holds communion with her visible forms she speaks a various language." In no realm of life can we wholly escape her silent influence. Our grosser selves would ignore the gentle guidance, and yet where least we think to find her, she steals near with a lingering summons, "Come up higher." Who of us, busy in a busy world, half realize that we too often spend our time and wealth for so-called education, whilst we leave unheeded this priceless, perfect teacher? Vain thy prayer for greater blessings, so long as mind and heart remain insensible to the fulness of that already thy possession.

Nature's education involves soul culture, and demands simplicity. It is said of Jenny Lind, the Swedish Nightingale, that once, on a country drive, she stopped the carriage, and trilled her sweetest songs before a tiny, feathered rival, charming, as it



were, the little fellow; and then, at the answering, rapturous melody, confessed herself outdone by the little songster's repertoire.

Simplicity need not be simpleness. To the first are united strength of character and intensity. Would you assure the city lad with his new craft that he should set two sails for the greater speed, when you know he can scarcely manage one? Or turn to the passers by and read their characters. Here comes a mincing, gay-decked maid of forty summers. Just note the hat! How skillfully gathered the folds of her summer veil! Close-cased the hands, tight-pinched the feet. Forget if you can her well-set smirk, for there she goes around the corner. Fantastic mockery! And no one asks if strength of character has not also been frittered away. I see a tall, thin figure haltingly approach. I've known her many a year, for she's Aunt to all our neighborhood. 'Tis an old poke bonnet she wears, with long black ties, loosely knotted beneath a wrinkled but cheerful face. Over the ancient, gold-bowed spectacles, tipped awry, I look into the kindly eyes, to which long years of search in the heavy, big-print Bible have lent a spiritual lustre. The hand that helps a stumbling child to its feet, as she passes over the crossing, is none the less the handsome for its swollen knuckles and pain-wracked tendons. Have you never known the gentleness of the caress from such a hand, nor sat at the feet of such a mother in Israel to learn unspoken lessons of simplicity united with strength?

For one to measure the intensity of such a man as Carlyle, he must, unconsciously perhaps, sound his own depths. If then he, who can fully comprehend such might of intellect, is himself a silent partner therein, so also one cannot fail to attain from close communion with nature natural simplicity, spiritual grandeur, true soul culture.

—A. E. L., '99.

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#### AUNT MARTHA AND HER FLOWERS.

The flowers in Aunt Martha's garden were a blaze of color. No other house in the village could boast such flowers as her tiny white cottage. They bloomed beautifully, from the high, old-fashioned hollyhocks with their pink and white blossoms to the green mignonette and the sunny marigolds with their wealth of brightness. How the bees reveled there in the long summer days!

Aunt Martha had no people of her own; she had lost them years before. So she lived all alone in her cosy little home and

cared for her flowers. Not a day passed that she might not have been seen bending over the thrifty plants and diligently weeding out the useless growth. She was never happier than when thus busy. They seemed "just like folks," she said, and I believe they did.

Dear Aunt Martha! I see her now, a slender little woman with wavy silver locks, a charming smile, and merry blue eyes, the type of woman who has "grown old gracefully." Always cheerful, never idle, ready with a bright speech or a sympathetic word, she was dearly loved by all in the village.

She was a neighbor in its true sense. Whatever she had, even her beloved flowers, she was always sharing with others. Her generosity was proverbial and many were the demands made upon it. After her death the flowers, although carefully tended, yet seemed to feel the want of her loving touch. They would not blossom so well for anyone else. The pansies seemed small, the mignonette straggled, and the tints of the poppies were not half so gay. —'02.

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#### A GLIMPSE OF ACADIA.

To us who live in New England it seems strange that within two days' journey there is a country so entirely different from ours as is the land of Evangeline. The customs of the people are entirely different from ours, and the people themselves seem to belong to some quaint, former period. The trusting Acadians left their impress, the later French emigrants brought vivacity and sprightliness, and the rule of the sturdy English adds another element, making a strange combination of peoples, yet one of the most pleasant to visit. The delightful and invigorating climate may account for the strength and endurance of the people.

The little village of Grand-Pré is even more beautiful than Longfellow described it. The old French dykes still remain, kept in good condition by the owners, and in return afford protection to the fruitful valleys. We may ride along the Gaspereau river and see the place whence the Acadians set out on their sad journey, and our hearts fill with pity for them as we think of the suffering they endured when exiled from their homes and separated from each other. The foundation of the old church where they were "convened by his Majesty's orders" can still be seen, and the site of Basil's blacksmith shop is pointed out to travelers. There are also the immense old wil-

lows planted long ago by the French. It would seem that one could linger and dream away a lifetime in these pleasant places.

Halifax is a military city, overlooked by the fortress filled with English troops. In the harbor is stationed Her Majesty's Admiralty ship. The view from the deck of a steamer approaching the city is one long to be remembered. The terraced heights rising one above another, and the picturesque variety of architecture interspersed with green are capped with the citadel and flag of the British nation. It has really a more English aspect than any other place in the province except on market days. Saturday is "green-market day" in Halifax. Acadian peasants, Micmac Indians, French and English farmers come in bringing their produce to the great square of the city. They station themselves on sidewalks, doorsteps, or wherever they please and, undisturbed by any one, sell their stores to the housewives. Beautiful Evangelines in peasant dress urge us to buy great bunches of sweet peas or a dozen giant water lilies for two cents.

The whole country is beautiful beyond description. Certainly Longfellow need have had no fear to visit it lest his ideal should be destroyed.

—1900.

## Alumni Round-Table.

### JOHN HENRY PARSONS.

WHENEVER death claims a truly useful member of society while in the full strength and vigor of manhood, it always seems hard to understand why such a life should not have been spared. Useful lives are none too common, we are apt to think. But we know not what more important work may await such a person elsewhere. A broader vision might help us to understand better.

The subject of this sketch was born at Lexington, Me., October 27, 1857. While he was quite young his parents removed to the town of Eustis, and here his boyhood was spent. It was a farming community in a new and somewhat inaccessible region. Here he learned that love of work that characterized his whole after life, and here, at the little unpainted school-house, near his home, he laid the foundation of his educational training. The family was a large one and the children could not expect extended advantages in this direction, unless they won them for



themselves. After a time an older brother found his way to the Nichols Latin School at Lewiston, where he began to prepare himself for college, and before long he was followed by John, who took up the same work, and in the fall of 1877 entered Bates College as a member of one of the largest classes that the college had then known. There were many good scholars in the class, but he easily stood among the best, though he never shut himself up to his studies to the exclusion of everything else desirable. He was fond of reading and took a prominent part in the work of his literary society. His active temperament did not allow him to keep aloof from athletic sports. When he entered the Latin School he had probably hardly ever seen a base-ball. The pitching of curves was then a comparatively new thing, but he set himself to learn it, and with his facility in anything that involved bodily activity, it proved an easy task. So well did he succeed that soon after he entered college he became the regular pitcher of the nine and contributed perhaps more than any one else to the success of the college team during the next three years. Perhaps he never knew many prouder moments than when, at the close of a game in Portland, he was carried from the field by his fellow-students, after having allowed the Bowdoin only two hits, and thus helped to win the decisive game for the year. But he did not allow himself, even in the base-ball season, to be so absorbed by the game as to forget everything else. He was spoken of by one of his instructors as almost the first college boy that he had known who could play ball with enthusiasm and at the same time attend faithfully to his studies.

He was an earnest Christian worker, and a young man of exceptionally pure life and character. He graduated with one of the first honors of his class, and in the following fall became principal of Maine Central Institute, a position that he continued to hold for eight years. Here he proved himself an efficient manager, as well as an able instructor, and the sorrow not only of his pupils but also of many of the towns-people, when he left for a new field of labor, testified to the esteem in which he was held.

At the end of his first year here he was married to Miss Amelia E. Damon of Dixville, P. Q., whose acquaintance he had formed while teaching school near her home during his Freshman year at college. The union was a most happy one. Only his best friends knew how much he depended upon her. He was always loyal to his own. Three children came to gladden their home, all of whom are still living.

After leaving Pittsfield he taught for one term at Westbrook



and then accepted the position of principal of the Cony High School at Augusta. Here he remained for three years, and he has recently been spoken of as one of the best men that have filled the position. At the end of this time he was chosen in preference to a large number of competitors as principal of the High School at Framingham, Mass., where he remained until the end, leaving the school-room only a few days before his death. His illness was not thought to be serious and he expected to return very soon to his work, but it proved to be a fatal disease of the heart, and the end came suddenly.

Almost ideal harmony seemed to exist between him and his Superintendent and School Board, and they would gladly have granted him almost any intermission of service had he felt that he needed it. Indomitable energy was one of his marked characteristics. A man for whom he worked at haying one summer, after he had been for several years a teacher, says that he did more work than any of the men whose muscles were hardened by constant labor, and that too in spite of the protests of his employer. That was just his disposition. He put the same enthusiasm into his school work. He gave his life for his school. To him no school was ever like his own. He worked for it, thought of it, planned for it constantly. As a teacher he was fertile in expedients, never falling into ruts, but always devising new methods of presenting the subjects that he taught and training the minds of those under his charge. He had a rare faculty of appealing to the best that was in his pupils. His substitution of the "roll of honor" for the "black list," soon after taking charge of a large school, was characteristic. He made his pupils feel that their school was the best one in the world and that they must sustain its reputation. He was a faithful friend, a devoted husband and father, a man who could ill be spared. Death has dealt hardly with the Class of '81. Rowell, Lowden, Davis, Nevens, Brown, Holton and Parsons! Such is the list of those who have fallen by the way. The best of the class, we may well say. Those of us who remain may well be glad that it was our privilege to be thus intimately associated with them in the days gone by.

—O. H. DRAKE.

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In this year's schedule of the Ocean Park Chautauqua an exceptionally interesting programme has been arranged for a special Bates Day Monday, August 21st.

In the afternoon the following brief addresses will be given:

"Bates in the 'Sixties," Prof. G. B. Files, Class of '69; "Bates Scholarship," Prof. L. G. Jordan, '70; "The Bates Literary Societies," Carl E. Milliken, '97; "Bates Athletics," Scott Wilson, '92; "The Bates Woman," Miss Dora Jordan, '90.

In the evening the consideration of college topics will be continued as follows: "Bates Social Life," Prof. A. W. Anthony; "Bates Character Building," Prof. B. F. Hayes; "The Bates Graduate," Dr. W. B. Small, Class of '85; "What Cobb Divinity School Stands For," Dean J. A. Howe; "Conditions of Progress at Bates," President G. C. Chase, Class of '68.

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#### PERSONAL.

'68.—President G. C. Chase delivered the Memorial address before the G. A. R. of Gardiner.

'69.—W. H. Bolster, D.D., will deliver the sermon before the Christian Associations Sunday evening of Commencement week.

'70.—Prof. L. G. Jordan is connected with the Travelling Library Commission created by the last Legislature, and will have charge of the library work in the second district.

'71.—A. N. Marston, M.D., is practicing at Belle Vernon, Penn.

'72.—John A. Jones, civil engineer, is making surveys and drawings for the addition to the Lewiston water works.

'75.—A. T. Salley, D.D., has accepted a call to the Main Street Free Baptist Church, Lewiston.

'80.—Hon. W. H. Judkins was chairman of the second district Republican Convention of Maine.

'83.—R. W. Nutter is principal of a grammar school in Malden, Mass.

'83.—Marriage announcement of J. L. Reade and Miss Harris of Auburn was made very recently.

'84.—J. W. Chadwick and family of Gardiner have moved to Hillsboro, N. H., where Mr. Chadwick will enter the newspaper field.

'84.—The marriage of Dr. Eugene Martin Holden of Huntington Avenue, Boston, and Miss Ida Frances Mead of New York was celebrated at the home of the bride's parents in the latter city on Tuesday evening, May 30th. The brother of the bridegroom, Rev. E. K. Holden of Bridgeport, Conn., performed the ceremony.

'86.—J. W. Goff is professor of English in the State Normal School, Madison, South Dakota.

'87.—J. R. Dunton has been admitted to the bar at Belfast, Me.

'87.—A. S. Woodman graduates from Harvard in the Class of '99.

'89.—W. E. Kinney is practicing law in Bath, Me.

'89.—Blanche A. Wright of Livermore Falls is president of the Universalist Women's Missionary Society of Maine.

'89.—F. J. Daggett will deliver the oration before the alumni of Colby Academy, New London, N. H., June 21st of Commencement week.

'90.—Married on May 24th at Sanbornville, N. H., G. F. Garland and Miss Idella M. Piper. Their home address is 55 Crescent Street, Waltham, Mass., where Mr. Garland is practicing medicine.

'91.—Miles Greenwood is in business at 6 South Market Street, Boston.

'91.—W. B. Cutts, Class of '99, University of Pennsylvania, Medical Department, has received an appointment to the Rhode Island Hospital in Providence.

'93.—D. B. Lothrop is in Yale Divinity School.

'93.—G. M. Chase, having declined a fellowship in the University of Chicago, has received and accepted an appointment to a fellowship in Yale University.

'93.—Miss G. P. Conant has resigned her fellowship in Chicago University to which she had been re-elected, to accept the professorship of English in the Woman's College, Baltimore.

'94.—L. J. Brackett has been blessed with the addition of a son.

'94.—A. W. Small is physical director of the Y. M. C. A. in Antrim, N. H.

'95.—Miss Dora E. Roberts is teaching in Newcastle, Me.

'95.—Fred S. Wakefield, College of Physicians and Surgeons, Columbia University, New York City (class of '99), has received an appointment as house surgeon to Bridgeport, Conn., Hospital.

'95.—Grace E. Foster died in Colorado where she had gone for her health.

'95.—N. R. Smith is principal of the Academy in Lincoln, Me.

'95.—Miss Emily Cornish, a graduate of Emerson School of Oratory, is winning an enviable reputation as reader and teacher of voice culture. Her recent Kipling recital in Lewiston and her few addresses before various literary clubs in the city, received a much merited meed of praise from her hearers, and from the Lewiston press.

'96.—H. L. Douglas is teaching in Columbia Falls, Me.

'96.—O. E. Hanscom graduates from Bowdoin Medical Class of '99.

'96.—E. O. McCollister has a position with Ames & Merrill, Lewiston.

'96.—G. W. Thomas and Cheney Boothby take their degree from Harvard Law School this spring.

'96.—A. L. Kavanaugh has been admitted to the bar in Auburn, Me.

'97.—C. E. Milliken graduates from Harvard this spring.

'97.—Miss M. C. Andrews will return to her studies in Cobb Divinity School next fall.

'97.—Rev. J. Stanley Durkee of Auburn is recovered from a slight illness.

'97.—C. O. Wright is in charge of the South Lewiston Free Baptist Church.

'98.—A. A. Knowlton is elected to an instructorship in chemistry in Carlton College, Northfield, Minn.

'98.—O. H. Toothaker is elected principal of the school in Antrim, N. H.

'98.—R. H. Tukey has resigned his position at Brimfield, expecting this fall to enter upon graduate work at Harvard.

'98.—G. H. Conant has been elected teacher of physics and chemistry in Thornton Academy, Saco, Me.

'98.—A. T. Hinkley gave an address at the meeting of the Androscoggin County Teachers' Association held in Lewiston, May 26th.



## Around the Editors' Table.

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ANOTHER college year with its joys and sorrows, its triumphs and disappointments, has slipped away into the past. Another class of eager, earnest students has bidden farewell to college halls and stepped out into the busy world. May their career through life be attended with the same success that has crowned their work in college. The world always has need of men with trained minds and noble purposes. It has ever shown a special preference for the men and women trained to meet its duties within the halls of Bates. We trust that the same warm welcome awaits those who to-day enter upon the larger duties and responsibilities of active life. May all their hopes and ambitions be realized in the future, and may the fame of their *Alma Mater* be increased and extended through the glorious achievements of her sons and daughters of '99.

To-day they have reached the goal for which they have striven so long. All through their college course they have been eagerly looking forward to the time when they should graduate and take up the duties of active life. Yet mingled with the joy of victory won and duty faithfully performed, there comes a touch of sadness, a feeling of regret that college days are forever past. They stand at the parting of the ways. For four years they have enjoyed together all the pleasant associations of life at Bates. Henceforth their lives must lie in widely divergent paths, and the joy of Commencement is softened by the sorrow of separation.

Wherever they may wander they may always rest assured that they bear with them the best wishes of those who remain behind. All the rivalries and jealousies of the past have long since been buried; class feeling is forever forgotten. But the memory of their many noble qualities, their kind and generous deeds, their efforts for the honor of their college will long endure. And as they turn to meet the problems of life we bid them all God-speed.

Upon us who remain devolves the duty of filling the positions of trust and honor that they leave vacant, of taking up the work that they have so faithfully performed. Soon we too must say good-bye to college life and seek our fortunes in the great, wide world. With this thought there comes a stronger determination

to make the most of the opportunities yet before us at Bates. And when the onward march of time shall bring us to the goal of our labors here, may we too be ready and fitted to take our place in the "world's broad field of battle."

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**I**N an editorial in the last issue of the *STUDENT*, it was announced that there would be a special cover on the Commencement number, and an invitation was extended to the student body to submit designs to members of the *STUDENT* board. The beautiful and appropriate design of Mr. T. A. Roberts was accepted, and appears this month. The board wishes to express its appreciation of Mr. Roberts' efforts, in producing a work of such taste and skill.

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**B**ATES' new Athletic Field, the pride of the college and the admiration of Lewiston, is just completed. We, the students of Bates, can now look out upon the best athletic field in the State of Maine and one of the very best in New England. The Garcelon Field is especially endeared to the students now in Bates, and the Class of '98 as well, because we all had a hand in transforming the rough uncouth pasture into this fine level park. Even the cedar posts surrounding it stand as monuments to the blistered hands, aching limbs and weary bodies, which we carried home after the day's work, with a feeling of satisfaction that we were able to perform some little service for our *Alma Mater*.

The alumni by their generous contribution, have shown that they stand ready to assist the college in supplying a real need. The trustees of the college have also put their sanction upon the work in a very substantial manner. But when we compare the services of all, the rest seems small as compared with what Mr. Bolster, our director in athletics, has done to bring about this happy change. Besides doing much to arouse the interest and to raise the funds necessary for the enterprise, he has, from the time that the first stump was pulled, given the work his personal attention, taking charge of every part, even to the grading. Every one will agree with us when we say that no one can get so much work out of a crew of amateurs and at the same time keep them good-humored as "Billy" Bolster, and he has proved himself equally successful with the more experienced. Now we have a field which contains not only a good base-ball diamond and foot-ball ground, but also a quarter-mile track, a 220-yard straight-away, tennis courts, and in fact everything found in a

first-class athletic field. The athletic association no longer is to be put to the inconvenience of hiring or leasing a ground on which to hold the various games and athletic meets connected with the college. Further, better work will be done in athletics, and a great deal of time will be saved to the students engaged in athletic sports, by having a practice field near by.

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THE month witnesses a radical departure from the time-honored custom of observing Ivy Day at Bates. The change was not made from an unreasoning desire for innovation of any kind, but only after mature deliberation and consultation with "those in authority over us." The programmes of former years have been too long, occupying, in most cases, practically the whole afternoon. Past experience has also shown that many of the responses to the toasts have been dry, lacking those flashes of wit so indispensable to such efforts. Then, too, the toasts have been too long protracted, giving to the afternoon all too little of that variety which is said to be the spice of life. It was the unanimous opinion, not only of the class but of practically all with whom we consulted, that a reform should be brought about in these and other particulars. The programme of the present year embodies the efforts of the Class of 1900 to improve upon the past in these respects. Should our efforts meet with the success we hope for them, we trust the following class will follow our example, in establishing a new precedent. If they make any change may it be a still further improvement. At any rate we trust they will not return to the "old regime."

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TWO lines of thought, which though both connected with the college library, are widely different, may well be suggested at this time. The first is in regard to the lack of modern fiction in the library. That which we have is well selected, but in order that Professor Hartshorn may meet with the highest success in his experiment in giving a course in current literature, additions to this part of the library are highly desirable. We would suggest, therefore, to any one desiring to make a gift to the college, whether college class, alumni, or friends, that they place upon the shelves of the "fiction alcove" a set of the works of some author of the present time. Duplicate sets of some of those which we already have would be much appreciated,—especially of those which, on account of the copyright, cannot be obtained in cheap editions.



The other suggestion is along the line of the use and misuse of the little machinery connected with the taking out of books. Let us see to it that every book taken out is properly charged; that when returned it is properly checked off; that we do not abuse our privilege of holding conversation in the library; and, above all, let us not, for the simple reason that no fine is exacted, except the payment for the notifying postal card with which most of us are familiar, keep books from the library until the librarian is obliged to seek a personal interview. Such a proceeding is not only discourteous to her, and unfair to others who may wish to use the books, but it cannot fail to assist in establishing habits which will be injurious to ourselves.

FROM time immemorial STUDENT editorials have discussed the question of a college song and a college song-book—and at last men have been found who will take the responsibility of agitating and if possible of editing a song-book.

The following prizes are offered by the STUDENT Board:

1st. For the best Bates song, twenty-five dollars.

2d. From those remaining after the first prize is awarded for the best song of any variety suitable for a college song-book, twenty dollars.

3d. For the second best, ten dollars.

The conditions for competing are as follows:

1st. All songs shall be submitted to some member of the STUDENT Board on or before November 1, 1899.

2d. All songs submitted shall become the property of the STUDENT, to be used at her discretion in the publishing of a Bates song-book.

3d. Those competing shall be members either of the alumni or undergraduate body.

4th. Collaboration of words and music is permissible.

Every student of Bates meets this effort with glad appreciation. Every student is anxious to give his or her enthusiastic support to so worthy an endeavor. How can you do it? Talk about it. Be certain of this, that the success of the song-book depends upon the number who write. We must write ourselves. If this is out of the question as it may be with some of us, let us urge others to compete. A large number of songs must be submitted if the song-book is forthcoming.

Those are found who will give their time and energy to the securing of funds for prizes and to the editing of the song-book. It is yet in your hands to determine the success of the book.



THE writer of the editorial in the June 1st number of the BOWDOIN ORIENT upon "the unsettled state of the Maine Intercollegiate Base-Ball League" certainly deserves credit for his "conservative stand."

An editor who will undertake to discuss a subject—and especially one of such apparent interest—with absolutely no accurate knowledge of the matter in hand, is in need of a gentle reminder. The above statements of the situation have been carefully made and show three of the charges made against us by the ORIENT to be absolutely worthless. The fourth charge, that against Pulsifer's eligibility, is invalid by the unanimous decision of the managers of the University of Maine, Bates and Colby.

A few statements concerning the base-ball difficulty which culminated in Bowdoin's withdrawal from the league.

In a conference of the base-ball managers of the Maine Intercollegiate Base-Ball League it was unanimously decided that according to the rules of the constitution Bowdoin should drop one of her players as ineligible to the team, and that Captain Pulsifer of Bates should, being eligible, be allowed to play on the Bates team.

Bowdoin, however, ruled out the action of her manager, and refused to drop her man and play in the league except on one of two conditions,—first, that Bates should drop Pulsifer, or second, that we should submit the question of Pulsifer's eligibility to an impartial board of arbitration.

The Bates manager, supported by the student body, at first decided to remain by the decision of the managers, maintaining that the managers were qualified to settle disputes and interpret the constitution. However, at a later meeting of the managers he submitted this proposition to allow a board of arbitration to decide whether or not the managers had power to interpret the constitution—agreeing that if the decision was against the managers' power to interpret the constitution, to submit the question of Pulsifer's eligibility to a board of arbitration and abide by their decision. This Bowdoin through her manager refused to accept, and formally withdrew.

These statements are plain and undeniable facts, substantiated by the Bates manager and his correspondence.

## Local Department.

### COMMENCEMENT WEEK.

THE Baccalaureate Sermon was given by President Chase at the Main Street Free Baptist Church, 10.30 A.M. Sunday, June 25th. The annual sermon before the Christian Associations was delivered at 7.45 P.M. by Rev. W. H. Bolster, D.D., of Nashua, N. H.

### SOPHOMORE CHAMPION DEBATES.

The Sophomore Champion Debate occurred in two divisions.

First division, Monday, June 26th. Discussion: Is it for the best interests of the U. S. to effect a materially greater centralization of power into the national government?

#### AFFIRMATIVE.

W. K. Bachelder,  
Miss G. B. Libbey,  
V. E. Rand.

#### NEGATIVE.

E. K. Jordan,  
\*Miss D. M. Blanchard,  
\*H. S. Guptill.

Second division, June 28th. Discussion: Resolved, that the U. S. should rule her newly acquired territory as Great Britain governs hers.

#### AFFIRMATIVE.

L. C. Demack,  
\*F. Halliday,  
\*Miss L. B. Towle,  
J. E. Wilson.

#### NEGATIVE.

H. L. Moore,  
\*S. E. Longwell,  
Miss J. B. Neal.

\*Excused.

### JUNIOR EXHIBITION.

The programme of the Junior exhibition, Monday evening of Commencement week, was:

MUSIC.

PRAYER.

MUSIC.

Some Literary Aspects of the Bible.

Richard Stanley Emrich.

Gustavus Adolphus.

Harriet Davis Proctor.

The Spirit of the French Revolution.

Leroy Gilbert Staples.

The Profession of Teaching.

Mabel Emery Marr.

MUSIC.

Our National Responsibility.

Bertram Everett Packard.

Uncrowned Heroes.

Mabelle Alice Ludwig.

The Harmony of Self Love and Social.

Allison Graham Catheron.

Edgar Allan Poe.	Bertha Ophelia True.
MUSIC.	
Political Responsibility of the American Scholar.	Lester Lovett Powell.
Social Equality.	Maude Frost Mitchell.
Science and War.	William Robert Reud.
An Ideal in Life.	Blanche Burdin Sears.

## MUSIC.

## CLASS DAY.

The exercises occurred Tuesday afternoon, June 27th. Following is the programme:

Oration.	E. B. Tetley.
Class History.	A. C. Wheeler.
Address to Undergraduates.	H. C. Churchill.
Address to Halls and Campus.	George A. Hutchins.
Class Prophecy.	Miss Lora V. King.
Parting Address.	Miss Alice E. Lord.

## PIPE OF PEACE.

## SINGING CLASS ODE.

Music by Gifford's Orchestra.

The literary exercises of the Alumni occurred at 7.30, Wednesday evening, at the Main Street Church. The oration was delivered by Rev. George L. White, '76, and the poem was read by Mrs. Grace B. Pugsley, '91. Following the programme a reception was given by the Alumnæ Club.

## COMMENCEMENT DAY.

## ORDER OF EXERCISES.

## MUSIC.

## PRAYER.

## MUSIC.

1. Salutatory—Health of Mind.  
Edith Ham Hayes, Auburn.
2. Madame de Stael. \*Grace Helen Ricker, Lewiston.  
(Modern Languages—Second Honor.)
3. Conservatism a Factor in the Industrial Problem.  
Ernest Lowell Palmer, Charleston.  
(Ancient Languages—Second Honor.)
4. Sensory Training. \*Edith Iola Irving, Lewiston.  
(Physics—Second Honor.)
5. The Dependence of Our History upon Our Topography.  
\*Frederick Stevens Wadsworth, Gardiner.  
(Psychology—Second Honor.)
6. The Perils of Education.  
Georgia Mae Knapp, Lewiston.  
(History and Economics—First Honor.)
7. The Ethics of Doubt.  
\*Lora Vivian King, Fort Fairfield.  
(General Scholarship.)

## THE BATES STUDENT.

8. Valuable Criticism, Alice Edna Lord, Lewiston.  
(Psychology—First Honor.)  
MUSIC.
9. Hard Places. Whitman Sears Bassett, Chatham, Mass.  
(History and Economics—Second Honor.)
10. Individualism in Social Progress.  
\*Edith Belle Marrow, Auburn.  
(Modern Languages—First Honor.)
11. Abnormal Evolution in Industry.  
\*Fred Pomeroy, Lewiston.  
(Chemistry—Second Honor.)
12. Memorial Day. Susie Louise Rounds, South Paris.  
(Ancient Languages—First Honor.)
13. Heredity in Americanism.  
\*Oscar Adelmer Stevens, Plymouth.  
(Mathematics—Second Honor.)
14. Progress in the 20th Century.  
\*Annie Maria Roberts, Somersworth, N. H.  
(General Scholarship.)
15. Necessity for Restriction of American Immigration.  
Everett Peacock, Gardiner.  
(Physics—First Honor.)
16. Holland and America.  
\*Blanche Iola Cox, Portland.  
(General Scholarship.)  
MUSIC.
17. Tennyson's "Idyls of the King."  
Muriel Esther Chase, Lewiston.  
(Rhetoric and English Literature—First Honor.)
18. The Enlarging Vision.  
\*Marion Sadie Coan, Auburn.  
(General Scholarship.)
19. The Golden Age of the World.  
\*Herbert Center Small, West Gardiner.  
(Chemistry—First Honor.)
20. The Causes of Poverty.  
\*Edith Abbott Kelley, Lewiston.  
(General Scholarship.)
21. The French Revolution.  
Oscar Charles Merrill, Litchfield.  
(Mathematics—First Honor.)
22. Unrest a Condition of Progress.  
\*Lettice Bertha Blagdon Albee, Lexington.  
(Rhetoric and English Literature—Second Honor.)
23. Valedictory—Parasitic Life.  
Mabel True Jordan, Lewiston.

MUSIC.

CONFERRING OF DEGREES.

BENEDICTION.

\*Excused.



## IVY DAY EXERCISES.

Tuesday, June 20th, was observed as Ivy Day by the Juniors. The programme was in some respects a departure from time-honored customs, but the new arrangement has met with almost universal approval. The programme was:

MUSIC.

PRAYER.

MUSIC.

Oration—The Responsibilities of Educated Men.

Ralph Isaiah Morse.

Selection.

Orchestra.

Poem.

Blanche Burdin Sears.

Presentation.

William Robert Reud.

Selection.

Orchestra.

Toasts—Geo. Llewellyn Griffin, Toastmaster.

To the College:

Bates College—Its Past, Present and Future.

Frank Percy Ayer.

To the Class:

Intellectual Interests.

Allison Graham Catheron.

Sociability.

Maude Frost Mitchell.

Athletics.

Bertram Everett Packard.

CLASS ODE.

PLANTING THE IVY.

## MAINE INTERCOLLEGIATE TENNIS TOURNAMENT.

The Maine intercollegiate tennis tournament was held at Brunswick, June 5th, 6th and 7th. The tournament was won by Bates, our team winning first and second places in singles and second place in doubles. Bowdoin got second place by winning the doubles and getting third and fourth places in singles. Colby was third. U. of M. did not send a team to compete.

The Bates team was composed of Summerbell, 1900, and Willis, 1900, and the good showing made was somewhat of a surprise to most of the college and was thus all the more acceptable.

The result in singles:

Willis, Bates, and R. Dana, Bowdoin, drew byes and did not have to play in the first round.

First round:

Summerbell, Bates, beat Woodman, Colby, 7-5, 6-4, 6-4.

H. Dana, Bowdoin, beat Lawrence, Colby, 6-3, 6-4, 6-4.

Semi-final round:

Summerbell, Bates, beat R. Dana, Bowdoin, 7-5, 7-5, 1-6, 2-6, 6-4.

Willis, Bates, beat H. Dana, Bowdoin, 6-2, 6-2, 6-2.

Championship round:

Summerbell, Bates, beat Willis, Bates, 4-6, 6-1, 9-7, 6-4.

In doubles. First round:

Summerbell and Willis, Bates, beat Came and Kelley, Bowdoin, 6-4, 4-6, 6-3, 6-0.

Dana and Dana, Bowdoin, beat Lawrence and Woodman, Colby, 6-3, 6-4, 6-2.

Championship round:

Dana and Dana, Bowdoin, beat Summerbell and Willis, Bates, 3-6, 9-7, 6-4, 6-4.

### BASE-BALL.

Another base-ball season has come to a close, and University of Maine bears away the pennant. Good Dame Fortune has not smiled so graciously upon Bates as we could wish, yet there is no reason for disheartenment. The last two games have been especially gratifying to the students of Bates, as well as to the team. Although the last game was lost to Colby, it was after a hard-fought battle of eleven innings. Below we give the score of the six games played with Maine College teams:

Colby vs. Bates, May 13th, at Lewiston:

COLBY.						BATES.					
	BH	PO	A	E			BH	PO	A	E	
Fogg, rf.....	2	1	0	0		Deane, ss.....	2	4	1	1	
Webb, ss.....	1	5	3	1		Purinton, c.....	1	7	3	1	
Newenham, p.....	2	0	4	0		Quinn, 2b.....	1	2	3	3	
Rice, 3b.....	3	0	3	1		Pulsifer, p.....	1	1	2	1	
Farwell, c.....	1	1	4	0		Lowe, 1b.....	0	8	1	0	
Dearborn, 2b.....	0	4	1	2		Daicey, r.f.....	1	2	1	1	
Tupper, c.f.....	1	1	0	0		Putnam, l.f.....	2	1	0	0	
Allen, l.f.....	1	1	1	0		Clason, c.f.....	0	0	0	0	
Haggerty, 1b.....	2	14	0	0		Smith, 3b.....	1	2	2	1	
Totals.....	13	27	16	4		Totals.....	9	27	13	8	
Innings.....	1	2	3	4	5	6	7	8	9		
Colby.....	2	2	2	0	0	3	0	0	0-9		
Bates.....	1	0	0	0	2	0	1	0	0-4		

Runs made—by Fogg 2, Webb 2, Newenham, Rice 2, Farwell, Tupper, Deane, Putnam, Clason, Smith. Two-base hits—Newenham, Deane, Putnam. Stolen bases—Farwell, Fogg, Deane, Quinn, Pulsifer, Putnam, Clason, Smith 2. Base on balls—Newenham, Clason, Smith.

U. of M. vs. Bates, June 5th, at Lewiston:

MAINE.						BATES					
	AB	BH	PO	A	E		AB	BH	PO	A	E
Pretto, ss.....	5	1	0	3	1	Dean, ss.....	5	1	2	2	4
Palmer, 1b.....	5	4	15	0	0	Purinton, c.....	4	0	2	2	0
Davis, 3b.....	5	0	1	4	0	Quinn, 2b.....	4	1	1	3	0
Webb, l.f.....	5	1	1	0	0	Pulsifer, cf.....	2	0	6	0	0
Clark, c.....	4	2	8	1	2	Putnam, rf.....	4	3	0	0	0
Crockett, r.f.....	4	1	0	0	0	Lowe, 1b.....	4	0	9	0	1
Livermore, c.f.....	4	1	0	0	0	Daicey, 3b.....	4	1	2	0	1
Carr, 2b.....	4	3	1	4	0	Clason, lf.....	4	2	2	0	0
Cushman, p.....	4	1	1	5	0	Hussey, p.....	4	1	0	3	0
Totals.....	40	14	27	17	3	Totals.....	35	9	24	10	6

Innings .....	1	2	3	4	5	6	7	8	9	
U. of M. ....	1	2	1	2	0	0	0	0	0	—6
Bates .....	0	0	2	0	0	1	0	0	1	—4

Stolen bases—Quinn, Carr. Two-base hits—Palmer, Crockett, Carr, Daicey. Base on balls—by Hussey 2, by Crockett 1. Struck out—by Hussey 4, by Crockett 3. Passed balls—Pulsifer 2. Wild throw—by Hussey 1. Double play—Davis to Carr.

Bowdoin vs. Bates, June 9th, at Brunswick:

## BOWDOIN.

	AB	R	BH	PO	A	E
Greenlaw, lf. ....	4	1	0	2	0	0
Wignott, c. ....	5	3	4	6	1	0
Clarke, A. W., cf	5	1	2	1	0	0
Hoyt, ss. ....	5	2	2	0	5	0
Trainor, rf. ....	3	2	0	0	0	0
Haskell, 2b. ....	5	0	2	4	4	1
Pratt, 1b. ....	5	0	2	13	0	0
Harkins, 3b. ....	5	0	1	0	3	1
Libby, p. ....	4	1	1	1	2	1

Totals..... 41 10 14 27 15 3

Innings .....	1	2	3	4	5	6	7	8	9	
Bowdoin .....	0	0	1	0	0	0	1	2	0	—4
Bates .....	1	0	1	1	2	0	2	0	0	—7

Hit by pitched ball—by Pulsifer, Greenlaw; by Pratt, Pulsifer. Sacrifice hit—Trainor. Base on balls—by Libby, Quinn, E. Clason; by Pulsifer—Haskell, Pratt 2, Greenlaw 2. Struck out—by Pratt, E. Clason; by Libby, Purinton; by Pulsifer, Wignott, Harkins. Stolen bases—Greenlaw 4, Trainor, Wignott, Deane, Pulsifer 2, E. Clason, Quinn 2, Putnam 2, Daicey. Umpire—Carpenter. Time—2 hours 15 minutes.

U. of M. vs. Bates, May 24th, at Orono:

## UNIVERSITY OF MAINE.

	AB	R	BH	PO	A	E
Pretto, s. ....	5	0	0	0	2	1
Palmer, 1b. ....	4	2	3	11	0	1
Davis, 3b. ....	5	0	0	5	2	3
Webb, lf. ....	3	0	0	1	0	0
Clark, c. ....	5	1	2	3	2	0
Crockett, p. ....	4	1	2	0	1	0
Livermore, cf. ....	4	1	3	4	0	0
Carr, 2b. ....	4	1	2	3	3	2
Cushman, rf. ....	4	0	1	0	0	2

Totals..... 38 6 13 27 10 9

## BATES.

	AB	R	BH	PO	A	E
Deane, ss. ....	5	1	0	0	2	0
Quinn, 2b. ....	5	1	1	4	2	0
Pulsifer, c. ....	5	0	2	6	2	0
Putnam, 1b. ....	5	0	2	9	0	0
Daicey, 3b. ....	5	1	1	2	0	0
E. F. Clason, cf. ....	5	0	2	2	0	1
Smith, lf. ....	4	0	0	1	0	0
S. O. Clason, rf. ....	3	1	0	0	0	0
Hussey, p. ....	4	0	1	0	4	1

Totals..... 41 4 9 24 10 2

Innings .....	1	2	3	4	5	6	7	8	9	
Maine .....	0	0	2	2	1	1	0	0	0	—6
Bates .....	0	2	1	0	0	0	0	0	0	—3

Earned run—U. of M. Three-base hit—Palmer. Two-base hit—Clark. Struck out—by Cushman, Dean, Purinton 2, Pulsifer, Daicey, Clason, Hussey 2; by Hussey, Webb. First base on balls—by Cushman, Pulsifer. Hit by pitched ball—Pulsifer. Stolen bases—Pulsifer 2, Putnam, Hussey, Palmer. First base on errors—U. of M. 3, Bates 1. Double play—Pretto, Carr and Palmer. Time—1h. 50m. Umpire—Dolan. Attendance—600.

Bowdoin vs. Bates, May 30th, at Lewiston:

## BOWDOIN.

	AB	R	BH	PO	A	E
Greenlaw, lf.....	5	1	0	0	0	0
Wignott, c.....	5	0	0	3	2	0
Clarke, cf, ss....	4	1	0	3	0	1
Hoyt, ss.....	4	0	0	9	3	3
Pratt, p, 1b.....	4	1	0	1	1	0
Haskell, 2b.....	4	0	1	1	2	1
Trainor, cf.....	4	0	0	2	0	0
Harkins, 3b.....	3	0	0	2	1	1
Libby, 1b, p.....	4	1	1	6	3	1
Totals.....	37	4	2	27	12	7

## BATES.

	AB	R	BH	PO	A	E
Deane, ss.....	5	1	2	0	1	0
Quinn, 2b.....	5	1	0	2	2	3
Pulsifer, p.....	5	2	1	2	4	0
Putnam, 1b.....	5	2	1	10	0	1
Purinton, c.....	5	0	1	4	2	0
Daicey, 3b.....	5	0	1	3	1	1
E. F. Clason, cf.	4	0	0	0	0	0
Smith, lf.....	4	1	2	3	0	2
S. O. Clason, rf.	4	0	1	3	0	0
Totals.....	42	7	9	27	10	7

Innings ..... 1 2 3 4 5 6 7 8 9

Bowdoin ..... 0 0 3 0 0 6 1 0 —10

Bates ..... 0 0 0 0 0 0 0 1 0—1

Two-base hits—Clason, Wignott. Home run—Pulsifer. Stolen bases—Pulsifer, Wignott 2. Struck out—by Libby 6, by Hussey 5. Base on balls—by Libby 1, by Hussey 2. Hit by pitched ball—Trainor. Umpire—Hassett. Time—2h. 5m.

Colby vs. Bates, June 14th, at Waterville:

## COLBY.

	AB	BH	PO	A	E
Fogg, r.....	6	1	1	0	0
Hathaway, 3.....	6	0	4	3	2
Newenham, p.....	4	1	3	7	0
Rice, s.....	5	1	2	2	4
Farwell, c.....	5	2	1	3	0
Haggerty, 1.....	5	1	16	2	0
Allen, l.....	5	1	0	1	0
Dearborn, 2.....	5	2	5	3	0
Tupper, cf.....	5	0	1	2	0
Totals.....	46	9	33	23	6

## BATES.

	AB	BH	PO	A	E
Dean, s.....	5	1	2	4	0
Quinn, 2.....	6	1	7	3	1
Pulsifer, p.....	6	1	2	5	1
Putnam, l.....	6	3	14	1	2
Purington, c.....	6	1	0	2	0
Daicey, r.....	5	1	3	0	2
E. Clason, 3.....	4	0	2	2	1
Smith, l.....	4	0	0	0	1
S. Clason, cf.....	5	1	1	1	0
Totals.....	47	9*	31	18	8

Innings..... 1 2 3 4 5 6 7 8 9 10 11

Colby ..... 0 3 1 0 0 0 0 3 0 0 2—9

Bates..... 0 1 3 0 1 2 0 0 0 0 1—8

Two-base hit—Dearborn. Three-base hits—Farwell, Pulsifer. Home run—Newenham. First base on balls—Bates 3, Colby 1. Struck out—by Newenham 1. Passed balls—Purington, Farwell. Time—3h. Umpire—Donovan.

\*Winning run made with one out.

## M. I. C. A. A. MEET.

The fifth annual meet of the Maine Intercollegiate Athletic Association was held at Waterville, June 3d. Bowdoin is, again, the happy victor. Following is the result:

## TRACK EVENTS.

440-yard dash—Won by Snow, Bowdoin; second, Beane, Bowdoin; third, Hatch, U. of M. Time, 54 seconds.

Two-mile bicycle race—Won by Clough, Bowdoin; second, Hamlin, Bowdoin; third, Watts, U. of M. Time, 6.22.

100-yard dash—Won by Cloudman, Bowdoin; second, Rollins, U. of M.; third, Edwards, Bowdoin. Time, 94.5 seconds.



Half-mile run—Won by Merrill, Bates; second, Furbush, Bowdoin; third, Goodwin, U. of M. Time, 2 min. 84-5 sec.

120-yard hurdle—Won by Hadlock, Bowdoin; second, Grover, U. of M.; third, Thompson, U. of M. Time, 16 4-5 sec.

Mile-run—Won by Wheeler, Bowdoin; second, Parsons, Bates; third, Merrill, Bates. Time, 5 min. 62-5 sec.

220-yard hurdle—Won by Edwards, Bowdoin; second, Davis, U. of M.; third, Hadlock, Bowdoin. Time, 27 1-5 sec.

220-yard dash—Won by Cloudman, Bowdoin; second, Hunt, Bowdoin; third, Rollins, U. of M. Time, 22 3-5 sec.

Two-mile run—Won by Merrill, Bates; second, French, U. of M.; third, Sinkinson, Bowdoin. Time, 11 min. 15 sec.

#### FIELD EVENTS.

Putting 16-pound shot—Won by Grover, U. of M.; second, Godfrey, Bowdoin; third, Saunders, Bates. Distance, 39 ft. 4½ in.

Throwing 16-pound hammer—Won by Grover, U. of M.; second, Saunders, Bates; third, Young, Bowdoin. Distance, 107 ft. 10 in.

Throwing the Discus—Won by Grover, U. of M.; second, Young, Bowdoin; third, Richardson, Bates. Distance, 109 ft. 9 in.

Pole vault—Won by Hersey, U. of M.; second, Clarke, Bowdoin; third, Wheeler, U. of M. Height, 9 ft. 6.1 in.

Running high jump—Won by Hayes, Bowdoin; second, Stevens, Colby; third, Hamilton, Bowdoin. Height, 5 ft. 5½ in.

Running broad jump—Won by Cloudman, Bowdoin; second, Hunt, Bowdoin; third, Edwards, Bowdoin. Distance, 21 ft. 5½ in.

The summary by points:

	Bates	B'wd'n	Colby	U. M.
Half-mile run.....	5	3	..	1
440-yard dash.....	..	8	..	1
2-mile bicycle.....	..	8	..	1
100-yard dash.....	..	6	..	3
Mile run.....	4	5	..	..
120-yard hurdle.....	..	5	..	4
220-yard hurdle.....	..	6	..	3
2-mile run.....	5	1	..	3
220-yard dash.....	..	8	..	1
Pole vault.....	..	3	..	6
Putting shot.....	1	3	..	5
Running high.....	..	6	3	..
Hammer throw.....	3	1	..	5
Running broad.....	..	9	..	..
Discus throw.....	1	3	..	5
Totals.....	19	75	3	38

#### GLIMPSES OF COLLEGE LIFE.

JUNE 9, 1899.

Oh, there's something that makes Bowdoin feel very sad to-night,  
And she thinks for consolation of the past,  
While the moon sheds on the campus no sweet and silv'ry light,  
And Bates is very happy now at last.

You wonder why?

Well, Purry has got better and plays ball with the nine,  
 Oh, you needn't look so anxious for the score,—  
 Each Bates man loud repeats it with a countenance benign,  
 While the echoes answer loudly, "Seven to four!"  
 And the ladies fair at Bowdoin smile less sweetly on the boys  
 Who so loudly howl for Bowdoin's black and white,  
 For to-day they tasted not of Victory and its joys,  
 Poor old Bowdoin weeps in deepest grief to-night.

That is why.

For though "Bowdoin was old Bowdoin when Bates was but a pup,"  
 They will find that Bates can bite as well as bark;  
 So with sorrow running over is each Bowdoin student's cup,  
 And they think of six to nothing and Lee Park.  
 Very fitly has old Bowdoin chosen colors black and white,—  
 Let her wrap them close around her like a shroud,  
 While we loudly cheer the garnet, oh! the garnet and the white,  
 And yell for Bates and Purry long and loud.

That is all.

—B. S., 1900.

*Auf wiedersehen, '99!*

What do you think of Garcelon Field?

"Summerbell! Champion of the State!"

The prize for Junior essay was awarded to Mr. Stinchfield.  
 Miss Muriel Chase, '99, will teach next year in South Dakota.  
 Wheeler, '99, has been appointed principal of Paris Academy.  
 1900's ivy goes beside '99's, at the end of Hedge Laboratory.  
 The Juniors have renovated Professor Angell's room as their  
 gift to the college.

Johnson, 1900, is preaching at Stonington, Maine, where he  
 will remain all summer.

The baccalaureate sermon before the Divinity School was  
 preached by Rev. Dr. Cate.

Butterfield and Miss Skillings, 1900, and Marr, 1901, have  
 been teaching this term, but returned in time for exams.

The college has recently received a 500-pound roller, as a  
 present from Mr. A. E. McDonough. It saves the purchase of  
 a new one, and is very acceptable.

The Freshmen recently took a delightful ride to Lake Auburn  
 with Professor Stanton. A class party at the home of Mr. Tryon  
 in Auburn has also helped to make life endurable for them.

The Senior meeting of the three societies was held at Roger  
 Williams Hall, Friday evening, June 16th. After a very inter-  
 esting programme, refreshments were served, and all enjoyed a  
 pleasant time.

The Y. M. C. A. will send as delegates to the conference at Northfield this year, Emrich, Hussey, Sturgis, Richardson, Summerbell and Coffin of 1900, and Jordan, Moore and Wilson of 1901.

At the last regular meeting of the Polymnian Society, Mr. Wheeler, in behalf of Hon. O. B. Clason, a former member of the society, presented the society with a fine framed crayon portrait of the President of our last Senate.

The following officers will represent Polymnia during the coming year: President, Packard, 1900; Vice-President, Marr, 1901; Secretary, Miss Leggett, 1902; Executive Committee, Healey, 1900, Miss Libbey, 1901, Blake, 1902; Treasurer, Williams, 1901; Librarian, Wheeler, 1901.

The Class of 1901 have elected Junior officers as follows: President, Moore; Vice-President, E. S. Stevens; Secretary, Miss Towle; Treasurer, Wheeler; Orator, Rand; Toast-master, Roberts; Poet, Miss Brett; Odist, Miss Bailey; Chaplain, Wilson; Marshal, Hardy; Councillors, Marr, Williams, H. E. E. Stevens.

The Senior Class of the Latin School delivered their prize declamations at Roger Williams Hall, Monday afternoon, June 12th. The committee of award, consisting of Rev. E. W. Ricker, Professor M. C. Leonard and Rev. Philip Graif, D.D., gave the first prize to Mr. C. F. Bliss, and the second to Mr. E. N. Babcock.

This is the season of the year when all the college organizations choose new officers. The following will represent the Debating League: President, Catheron, 1900; Vice-President, Marr, 1901; Secretary, Miss True, 1900; Treasurer, Moore, 1901; Executive Committee, Healey 1900, Wagg 1900, Rand 1901, Wilson 1901, Lodge 1902.

Piaeria's new board of officers is: President, Catheron, 1900; Vice-President, Roberts, 1901; Secretary, Miss Allen, 1902; Assistant Secretary, Miss Chapman, 1902; Treasurer, Guptill, 1901; Executive Committee, Emrich, 1900, Demack, 1901, Miss Gossline, 1902; chairman membership committee, Miss Avery, 1900; Librarian, Bragg, 1901.

Eurosophia has elected as officers for the ensuing year: President, Richardson, 1900; Vice-President, Ham, 1901; Secretary, Miss Manuel, 1902; Assistant Secretary, Miss Purinton, 1902; Treasurer, Childs, 1902; Executive Committee, Robbins, 1900, Jordan, 1901, Miss Ames, 1902; Librarian, Park, 1902;

Chairman of Musical Committee, Reud, 1900; of decorating committee, Jones, 1900.

At the chapel exercises of the Latin School, Tuesday morning, June 13th, Mr. R. T. Howe, in behalf of the Class of '99, presented Professor Frisbee with a chair. Mr. Howe spoke of the pleasant associations between scholars and professor, and the untiring efforts of the latter for the advancement of the pupils. Professor Frisbee responded with fitting words of advice and encouragement to the graduating class.

The officers of the Athletic Association are: From 1900, Packard, President; Sturgis, Base-Ball Manager, and Clason, Tennis Manager. From 1901, Williams, Vice-President; Stuart, Treasurer; Jordan, Assistant Base-ball Manager; Ham, Manager Track Athletics. From 1902, Secretary, Donnocker; Directors, Stinchfield and Richardson, 1900; Marr and Chick, 1901; Merry and Lodge, 1902. Advisory Board, W. W. Bolster, Jr., and W. S. Garcelon.

The graduating exercises of the Class of '99 at the Divinity School were held at Roger Williams Hall, on Wednesday afternoon, May 17th. The programme:

SINGING.

PRAYER.

SINGING.

Pastors' Work for Boys.	Herbert Williams Cummings.
The Hebrew Utopia.	Charles Edwin McColley.
Greatest Need of the 20th Century.	John Merrill Paige.
Origen.	Talmage Patterson.
Christian Leadership.	Frank Pearson.
The Second Incarnation.	Edwin Herbert Prescott.

SINGING.

Address to Class.	Dean Howe.
Presentation of Diplomas.	President Chase.

DOXOLOGY.

The Senior Class on May 26th made a very enjoyable trip to Squirrel Island. They took the electrics for Bath early in the morning, arriving there about half-past ten. The sail down the Kennebec was delightful. Arrived at the island they explored the coast, after fortifying themselves with sandwiches and ocean spray. On their return they inspected the Bath Iron Works and a war vessel and six-masted schooner that were in the process of construction. Merrymeeting Park was also thoroughly "done" on the homeward trip. The day was perfect and every-



body had a remarkably good time and one long to be remembered by '99.

The annual field day of the college was held May 22d, with the following results:

Half-mile—Merrill, '99, 1st; Parsons, '99, 2d; Donnocker, 1902, 3d. Time, 2 min. 17½ sec.

Pole vault—Saunders, '99, and Quinn, '99, tied for 1st and 2d; Merry, 1902, 3d. Height, 8.9 feet.

120 yards hurdle—Stinchfield, 1900, 1st; Willis, 1900, 2d; Richardson, 1900, 3d. Time, 20 2-5 sec.

440 yards dash—Ham, 1901, 1st; Merrill, '99, 2d; Willis, 1900, 3d. Time, 58½ sec.

16-pound shot—Saunders, '99, 1st; Childs, 1902, 2d; Richardson, 1900, 3d. Distance, 32.9 ft.

100 yards dash—Stinchfield, 1900, 1st; Quinn, '99, 2d; Call, 1900, 3d. Time, 10 2-5 sec.

High jump—Willis, 1900, 1st; Saunders, '99, 2d; Richardson, 1900, 3d. Height, 5 ft. 2½ in.

Mile run—Parsons, '99, 1st; Merrill, '99, 2d; Brown, 1902, 3d. Time, 5 min. 25 sec.

Throwing hammer—Saunders, '99, 1st; Richardson, 1900, 2d; Sturgis, 1900, 3d. Saunders broke the college record, with 105 ft.

Throwing discus—Richardson, 1900, 1st; Saunders, '99, 2d; Sturgis, 1900, 3d. Distance, 82.5 ft.

Two-mile run—Merrill, '99, 1st; Parsons, '99, 2d; Brown, 1902, 3d. Time, 11 min. 3 sec. Merrill broke college record.

Broad jump—Quinn, '99, 1st; Stevens, 1901, 2d; Donnocker, 1902, 3d. Distance, 19.4 ft.

220 yards dash—Stinchfield, 1900, 1st; Ham, 1901, 2d; Call, 1900, 3d; 25.4 sec.

220 yards hurdles—Stinchfield, 1900, 1st; Call, 1900, 2d; Donnocker, 1902, 3d.

The Class of '99 still holds the championship, winning 69 points; 1900 comes next with 47 points, while 1901 won 11, and 1902, 8.

The interest was unusually good. Up to the very last, the Juniors followed close to the Seniors, and at times, the final result seemed doubtful; but the breaking of two records in the afternoon decided the day. '99 has led for four years.

## College Exchanges.

WHAT the exchange column ought to attempt must be a puzzle to every student confronted with its responsibility. It is probably the department least read except over other exchange tables, and it is probably the department claiming the most eager attention from its own readers. But its duty lies both at home and abroad. It gathers up suggestions for improvement from a wide range of college life and literary work, and in case the exchanges are not placed at the convenience of the students, it serves in miniature the purpose of a literary review. Its foreign work lies in frank and friendly criticism, both of general tenor and special articles, of a more impartial sort than a home audience can usually bestow. It seems by general consent, an indispensable part of a complete college magazine.

The exchange column should not limit its attention to half a dozen favorite visitors, thereby frequently degenerating into the records of a—sometimes one-sided—mutual admiration society. It should not fear to criticise firmly and kindly, and it should beware of any compliments but honest ones. It should not attempt criticism where its editor is on unfamiliar ground. It should refrain strictly from injustice or harshness for the sake of brilliancy. It should present intelligible summaries and criticisms. It should contain all the clippings, which if scattered through the body of the magazine are likely to provoke a suspicion of insufficient copy.

All which has been slowly and painfully evolved from the half year's wrestle with responsibility clad in magazine wrappers, and is submitted as testimony of an attempt at conscientious solution of the puzzle, with the humble assurance of good intentions in the way of practicing as well as preaching.

Fiction seems to be the weak point of the *Georgetown College Journal*, but its sparkling department work is always noticeable.

The *Tiltonian's* exchange column is another example of careful and thorough department work.

The *Phœtrea* book reviews are extensive and enjoyable.

Sketchy departments, like the Rambler of the *Syracuse Herald*,—monologues appropriate to circumstances,—*Tennessee's* Sharps and Flats,—contributed sketches and impressions,—and the *Vassar Miscellany's* About College,—devoted entirely to descriptions of Vassar scenes and incidents—are much in vogue.

The *Haverfordian* has something unique in its Faculty De-

partment, edited by President Sharpless, containing articles mainly upon Haverford topics.

Editorials of late have plead increasingly for the support of peculiar college customs and privileges,—evening sings on the steps or fence, and similar traditions of the fathers. Is the American college becoming an intellectual market, where knowledge is bought and sold as a sheer matter of business, or can it continue to offer four years of a rarer life, rich in memories of something besides cramming and rushes?

Among the weeklies and fortnightlies, *Silver and Gold* (Colorado College) and the *Johns Hopkins News Letter* are admirable in their uniform excellence. In both, the locals fill the main space, but one article of solid literary worth or information is always present, and the editorials show care and thought.

Shakespeare studies appear in constant abundance. While they are of great value to the writer who works them up, literary critiques on fresher subjects, such as are frequent in the *Wellesley*, would seem better material for the college magazine.

Articles such as the "Paris of the Student" (*Haverfordian*), "German University Life" (*Johns Hopkins Newsletter*) and "How the Other Half Lives" (*Bridgton Stranger*) are sure of interest, and "in lighter vein," parodies like "Student's Progress" in the *Colorado Collegian*, and the story of "How the Freshmen and Sophomores Fought Together," told in the vocabulary of Froisart (*Adelbert*) are likewise of never-failing joy to the student writer, and may be to the disinterested reader, provided ingenuity is present and irreverence lacking.

The Bowdoin *Quill* aims to be distinctively an idle hour magazine, judging from the unvarying contents,—storiettes, descriptive articles, and verse, the last often ambitious, the first frequently bright.

"How a Young Man Can Work His Way Through College," in the June *Ladies' Home Journal*, is an article well worth reading.

The *Cynic* (Vermont University) always has an enviable quantity of verse, and much of it is above the average. We quote below.

"The Spring Winds of Mockapin," in the *Tuftonian*, is steeped in the very air of a spring afternoon. It somewhat resembles the prose poetry of Bliss Carman, in color, cadence and suggestive quality. Space forbids to give it entire.

Winds and woods, and shadows, and fields of brown with tumbled gray stone walls. And over all, white clouds sailing, sailing westward.



They did well who pictured the spring winds as flying figures blowing long conches and calling to the earth below.

Down the swale goes the wind over the swollen brook, with branches dipping and rising from its turbid stream, on up the rock-strewn hill to the chestnut tree. \* \* \* \* Beyond the pasture lies the great south wood, and the wind goes softly as it enters here. Dark and gloomy it is, but it hides no swamps of stagnant waters. At the edges the firs hang low, like postern doors. Within, on the ground, lie mighty trunks, like figures on old crusaders' tombs; \* \* \* over them the pines chant softly, while the tall poplar stands with arms upraised, and birches are gathered like white-robed priests about. On, scattering the dead leaves before it, the wind enters the nave, high-arched with mighty rafters stretching in darkening vista till the arch is lost. \* \* \* Sweeping up the broad aisle the wind is lost in winding labyrinths, the leaves whispering behind it like people gathered in mighty concourse. Out of the wood by a narrow pass, and Mockapin pond lies still below; across are the low gray barns, their roofs aflame in the setting sun.

AFTER READING AUSTIN DOBSON.

Dear Austin, in this fairyland of thine,  
 No ponderous lessons whelm the reader's soul,  
 No thunder peals reverberating roll,  
 Nor precepts lurk, nor parables divine.  
 The very mildness of thy muse's wine  
 Yields power scarce noted. Ah, methinks you stole  
 Titania's spell, to compass such control,  
 Her grace incarnates in each tender line.

But best I love the dainty form of France,  
 Recalling Villon, Voiture and Marot,  
 Whose sweet refrains and rhymes recurring throw  
 A spell that opens to the reader's glance  
 A charmed nook where old-world maidens dance  
 The measures of the ballade and rondeau.

—*University Apick* of Vermont.

MAY DAYS.

Now high above the woodland soars the hawk with shrilling call,  
 And the robins to their music tune the morn,  
 While the crow in solemn wisdom sits sedately on the wall  
 With an eye upon the farmer's sprouting corn.

"*Bermuda!*" calls the blue-bird as he perches from his flight,  
 From the reeds the red-wing pipes his "*war-bl-lee,*"  
 While the oriole darts downward like a shaft of golden light  
 Athwart the hanging branches of his tree.

Hark! the grouse within the thicket beats his swiftly throbbing drum,  
 To the flute note of the thrushes keeping tune,  
 And May, her pulses quickened by the harmonies that come,  
 Feels upon her brow the fervid lips of June.

—*Cynic.*



## Our Book-Shelf.

*The Black Douglas*,<sup>1</sup> the latest work of S. R. Crockett, is totally unlike anything the author has previously given to the public. The first half of the book has the same dash and vigor of action that characterizes "The Raiders"; the last half, with its background of weird magic and (I trust) impossible inhumanity, bears little resemblance, in subject-matter, to the first. In one single work Mr. Crockett has shown great power in two distinct fields, though action, in the portrayal of which he excels, is predominant in both.

The father of the present Douglas visited France in his "wild-oats" days, and there made love to a beautiful young French woman. "Yet at the last he cast her off, like an empty husk, and sailed over the seas to his own land." Her daughter, Sybilla de Thouars, swears to avenge her mother's wrong by the death of the present Earl of Douglas, and leagues herself to one Gilles de Rettes, who also desires the death of the Douglas. Sybilla is used as the decoy. Through his love for her, Douglas is drawn to Edinburgh, the stronghold of his enemies. At the last Sybilla falls in love with her noble-hearted victim, but it is then too late. He is in the hands of his enemies and is slain with his brother, while his sister is abducted and taken to France.

The last half of the book is filled with a horror no words of mine can depict. Gilles de Rettes seeks eternal life by sacrificing to satan innocent children, whose blood is poured upon an altar. Some hundreds of children have been slain in this manner. In their capture he makes use of a were-wolf, "Astarte." Horror is omnipresent in this half of the book. The practise of the black art, the coolness with which children are slaughtered, were-wolves, our firm belief in the diabolical character of Gilles de Rettes, the fear of what he may do to Margaret Douglas and her friend, Maude Lindsay—all these things torture our feelings. In the end he is killed with the rest of his infamous band, and his prisoners rescued, by Sholto McKimm, a follower of the Douglas and the lover of Maude Lindsay.

In dealing with the horrible Mr. Crockett shows marked ability. There is a constant apprehension of coming disaster, as in Poe's prose works. The story is lightened by the love-passages of Maude and Sholto, and the chivalrous character of the Earl of Douglas. Mr. Crockett has a rapid, narrative style, that is well adapted to writings of action. The book cannot but add to his fame. We regard it as one of his strongest works.

We seem to have a surplus of horror this month! *Pharos the Egyptian*<sup>2</sup> bears, in subject-matter, considerable resemblance to the last half of "The Black Douglas." Pharos, it seems, is the identical chief-magician of Pharioph, who was so humiliated when Pharioph's eldest son died by the power of Moses, contrary to his prediction. He was slain, and buried secretly, by a few of his friends. Then he was raised up by Paduamen, the mouthpiece of the gods, and sent out into the world, being told that if he used his power for his own ends he was lost, not for a time but for all time. The story is an account of how he gained power

over two persons, Valerie de Vocxqal, and Cyril Forrester. With him they go to Egypt. There Forrester is inoculated with some drug, the nature of which he does not know, and which makes him ill. On their return they travel over land from Constantinople to England. Forrester declares his love for Valerie and they try to escape but are unsuccessful, as they are overtaken by Pharos. The plague breaks out at Constantinople and sweeps across Europe. When in England Forrester discovers that he was inoculated with the plague while in Egypt, and that through him Pharos has brought disaster upon Europe. Since all who come in contact with him are smitten with this horrible disease, he renounces society and withdraws from his kind, with only Valerie. As he has used his power for his own ends Pharos is condemned to eternal destruction. There is quite a complicated plot, which is well worked out. The interest is never allowed to flag.

*Vassar Studies*<sup>3</sup> is a collection of short stories of Vassar life, by Julia Schwartz. One finds it hard to say anything very flattering about them. The subjects are commonplace and the writer does have the faculty of making something out of nothing—such a faculty as we see in Hope's "Dolly Dialogues," or in Conan Doyle's latest work, "A Duet with an Occasional Chorus." It is very doubtful if the book will meet with much success outside of Vassar circles.

<sup>1</sup>The Black Douglas, by S. R. Crockett. Doubleday & McClure Co. \$1.50.

<sup>2</sup>Pharos the Egyptian, by Guy Boothby. D. Appleton & Co. \$0.50.

<sup>3</sup>Vassar Studies, by Julia A. Schwartz. G. P. Putnam's Sons. \$1.25.

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